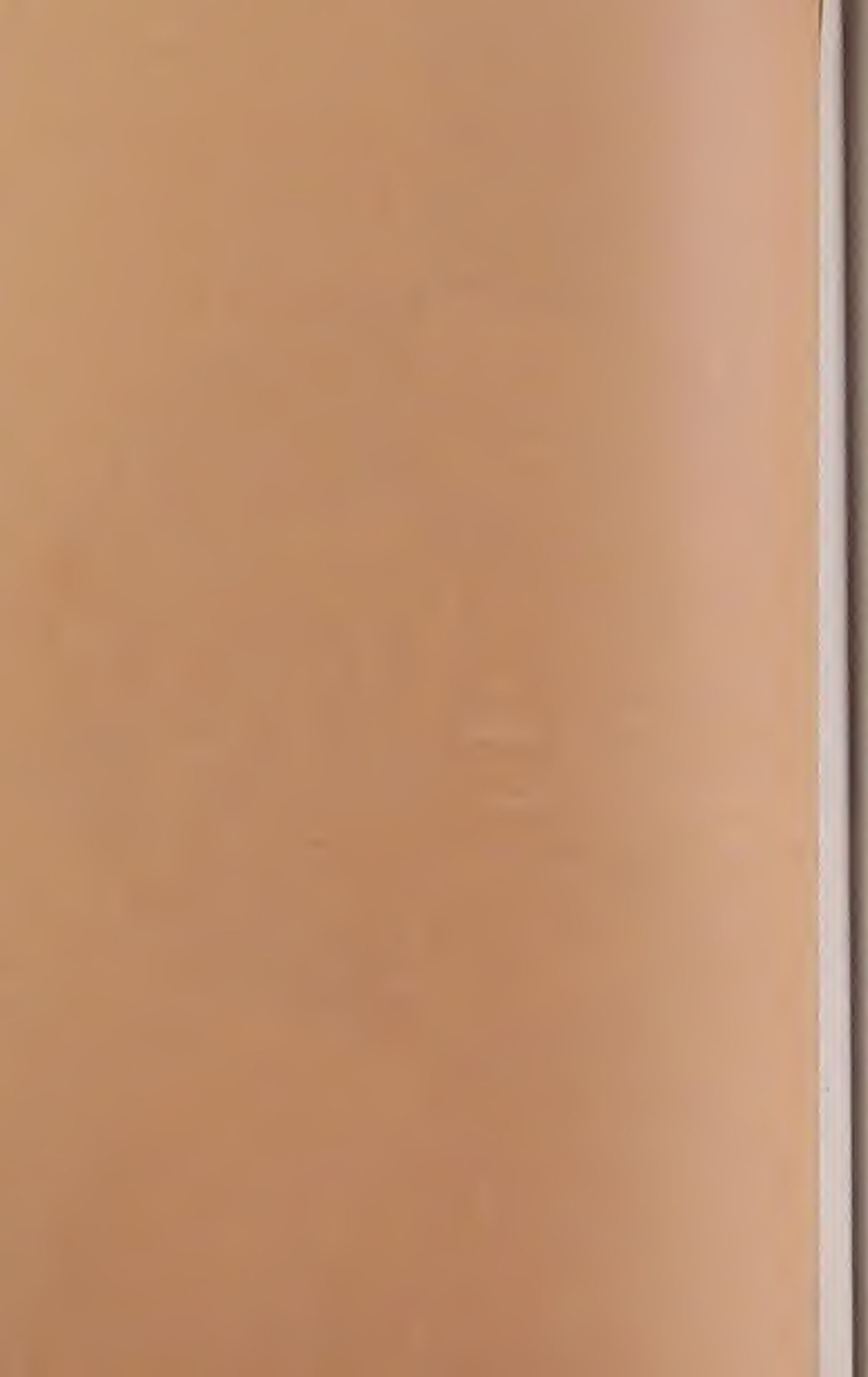


FRANCES SHIMER
JUNIOR COLLEGE



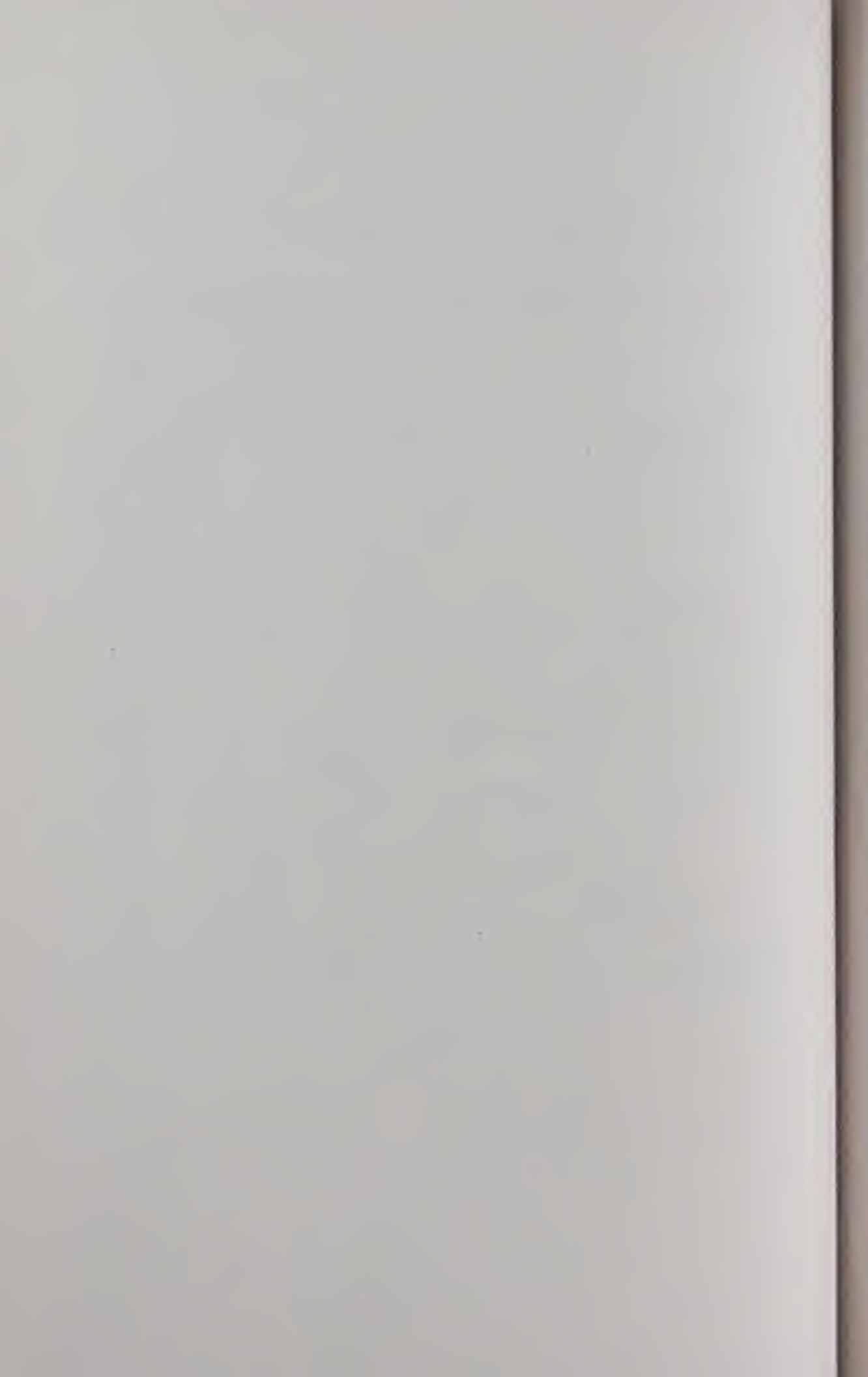
1938 - 1939



THE LITTLE INDEX

A ready help for easy reference to information most commonly desired.

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METCALF TOWER

FRANCES SHIMER
JUNIOR COLLEGE
and PREPARATORY SCHOOL

[FOUNDED MAY 11, 1853]

EIGHTY-SIXTH YEAR
1938-39

MOUNT CARROLL, ILLINOIS

The Eighty-sixth Annual
Catalogue for 1937-38
WITH ANNOUNCEMENTS FOR 1938-39

VOLUME XXIX NUMBER 6

FRANCES SHIMER RECORD

Published by FRANCES SHIMER JUNIOR COLLEGE in April, June,
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CALENDAR FOR 1938-39

First Semester opens	Registration completed Wednesday, September 14
Classes begin 8:00 a.m.	Thursday, September 15
Reception to faculty and students	Saturday, September 17
Last day for changes in registration	Wednesday, September 28
Thanksgiving Day	Thursday, November 24
Christmas vacation begins 12:00 noon	Friday, December 16
Christmas vacation ends 8:00 a.m.	Wednesday, January 4
Final examinations begin	Thursday, January 26
First Semester closes 4:00 p.m.	Saturday, January 28
Second Semester registration completed 4:00 p.m.	Monday, January 30
Second Semester opens. Classes begin 8 a.m.	Tuesday, January 31
Last day for changes in registration	Tuesday, February 14
Washington's Birthday	Wednesday, February 22
Spring vacation begins 12:00 noon	Friday, March 24
Spring vacation ends 8:00 a.m.	Wednesday, April 5
Founder's Day	Thursday, May 11
Annual May Fete	Saturday, May 20
Final Examinations begin	Wednesday, May 31
Art Exhibit } Alumnae Day }	Saturday, June 3
Commencement Service	Sunday, June 4
Eighty-sixth Annual Commencement	Monday, June 5

BOARD OF TRUSTEES

Officers

SAMUEL JAMES CAMPBELL, *President.*

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P. K. MILES, *Assistant Treasurer.*

Class of 1938

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DONALD L. BREED, Freeport

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S. C. CAMPBELL, Mount Carroll

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OFFICERS OF INSTRUCTION

RAYMOND B. CULVER, Ph.D., President to February, 1938.

B. Mus., B.A., Linfield College, B.A., B.D., M.A., Ph.D., Yale University. Graduate Secretary Yale University Y. M. C. A., 1916; Secretary National War Work Council Y. M. C. A. at Headquarters, New York City, 1917; Secretary of National Council Y. M. C. A.'s Student Division, in New England field, 1924-1926, and in Pacific Northwest field, 1926-1936; Trustee, Linfield College, 1928-1933; Member of Board of Managers, American Baptist Historical Society, 1934—to date; Professor of Bible and Religious Education, Linfield College, McMinnville, Oregon, 1933-1936; President, Frances Shimer Junior College, 1936-1938.

A. BETH HOSTETTER, Ph.B., Dean, Acting President, from February 1, 1938

Ph.B., University of Chicago, 1907; Graduate student, *ibid.*, 1909-10; Study in Paris, Summer, 1911. Graduate student, University of Chicago, Summer, 1919, and 1925; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summer, 1931 and 1937; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer Junior College, 1903-04, 1905-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri 1915-16; Instructor in Latin, Frances Shimer Junior College, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean, 1931-34; Registrar, 1934-35; Acting President, 1935-36; Dean, 1936—.

BEATRICE NINA SIEDSCHLAG, M.A., Dean of Students, History.

A.B., Lawrence College 1930; M.A. University of Minnesota, 1932; fellow in History, Bryn Mawr College, 1933-34; scholar in History, *ibid.*, 1934-35; *Graduate student, *ibid.*, 1936-37; teaching assistant in History, The Barstow School, Kansas City, 1935-36; Dean of students and instructor in History, Frances Shimer Junior College, 1937—.

EILA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; Graduate Student, University of Chicago, Summer, 1926; Cornell University, Summer, 1926; Instructor, High School, Ulysses, Neb., 1912-13; Campbell, Neb., 1913-16; Principal High School, Normal Training Dept., Franklin, Neb., 1918-19; Instructor, High School, University Place, Neb., 1921-23; Instructor in Home Economics, Summer, Peru State Normal School, 1921; Nebraska Wesleyan College, 1922-24; Frances Shimer Junior College, 1924—.

EDNA THOREN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summer of 1916; 1919, 1921, 1924; European Travel, Summer, 1924; Student at Cours d'été, University de Lille, Roubaux-Maz, France, Summer, 1927; High School Instructor, Boone, Ia., 1913-15; Galesburg, Ill., 1915-24; Oak Park, Ill., 1924-25; Frances Shimer Junior College, 1925—.

RUBY BAXTER, A.M., Mathematics.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Columbia University, Summer, 1931 and 1937. Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1924-26; Frances Shimer Junior College, 1927—.

MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Study, Pavlov-Oukralnsky Russian Ballet School, summer, 1932; Northwestern University, summers 1934 and 1935; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer Junior College, 1928—.

*Upon publication of thesis, Ph.D. will be conferred by Bryn Mawr College.

JUSTINE VAN GUNDY, A.M., English.

A.B., Monmouth College, 1923; A.M., University of Illinois, 1924; European travel, summers, 1921, 1930; Summer, Cambridge, England, 1934; Summer, Columbia University, 1931; Instructor in English, University of Illinois, 1924-31; Frances Shimer Junior College, 1931-37; on leave of absence, 1937-38, for graduate study.

ELIZABETH ANNE MOELLER, A.M., Art.

A.B., University of Iowa, 1928; A.M., *ibid.*, 1931; Scholarship, Pennsylvania Academy of Fine Arts, Summer School, Chester Springs, Pennsylvania, summer, 1933; Associate member, Iowa Art Guild. Exhibited Davenport Municipal Art Gallery, Davenport, Iowa; Joelmy Memorial, Nebraska-Iowa Artists' Exhibition, Omaha, Nebraska; Rockford Art Association, Rockford, Illinois; Des Moines Public Library, Des Moines, Iowa; Memorial Union, University of Iowa Commencement Exhibits, Iowa City, Iowa; Memorial Art Association, Davenport Art Club Galleries, January 1934. Prizes: Second Friends of Art Prize, Tri-Cities Artists' Exhibit, Davenport Municipal Art Gallery, 1930; Honorable Mention, Rockford Art Association, April 1934; Third Prize, Davenport Municipal Art Gallery, Tri-Cities Artists' Exhibit, April 1936. Instructor in Art, Experimental Schools, feller Foundation, Iowa Child Welfare Research Station, 1929-31; Frances Shimer Junior College, 1931-34; University of Montana State Normal College, 1934-36; Frances Shimer Junior College, 1936—.

LOIS E. ENGLEMAN, B.S. in L.S., Librarian.

A.B., Millikan University, 1922; University of Colorado, summer, 1927; European Travel, summer, 1929; B.S. in L.S., Western Reserve University, 1931; Cambridge University, England, Summer Session, 1934; Instructor, South Bend Junior High School, 1925-28; Instructor, Elkhart, Indiana, 1926-30; Librarian, Akron High School, Akron, Ohio, 1931-32; Frances Shimer Junior College, 1932—.

LEOPOLD SCHWING, A.B., Violin.

A.B., Baldwin Wallace College 1923; Western Reserve University, Graduate School, 1931; Summer Session, Fontainebleau School of Fine Arts, 1923; Private student of G. Remy, Paris, 1923; Carl Flesch and Richard Hartzer, Berlin, 1923-25; Member of the Cleveland Orchestra, 1925; University of Wisconsin, summer, 1934, 1936; Professor of violin and theory Case School of Music and the Parmelee Studios, Cleveland, Ohio, 1925; Professor of violin, theory and ensemble, Illinois College, Jacksonville, Illinois, 1926-28; Professor of violin and ensemble, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

EDNA BARR GIFFORD, Secretarial Studies.

Illinois State Normal University, 1925-26, 1928-30, summers, *ibid.*, 1926-27-29-30; Special Commercial Certificate, *ibid.*, 1930; Instructor, Mt. Carroll High School, 1929-31; Frances Shimer Junior College, 1934—.

GLADYS GILDEROY SCOTT, G.S.M., Voice.

Guildhall School of Music, London; Châlet Vioq Ecole de Chant, Paris; Special Coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, Shirley Gandell; Principal Contralto in Moody-Manners Grand Opera Company and Interstate Opera Company; Instructor, University School of Music, Lincoln, Nebraska, 1920-22; Mount Mary College, Milwaukee, Wisconsin, 1929-34; Knupfer Studio, Chicago, 1925-30; Private Studio, Chicago, 1930-34; Frances Shimer Junior College, 1934—.

ADELINE J. C. HOWKINSON, A.M., Piano, to February, 1938.

A.B., Augustana College, 1930; A.M., University of Iowa, 1935; University of Southern California, summer 1926; Columbia University, 1928-29; *ibid.*, 1930-31 Graduate student; Master Class Scholarship with Alfred Mirovitch, Hollywood, 1924-26; Juilliard Graduate Fellowship student at Juilliard Foundation, 1926-29, New York City. Student with Alexander Siloti, Rubin Goldmark, Albert Stoessel. Soloist Hollywood Bowl Piano ensemble, 1925; Chautauqua, 1927; Pianist on Concert Tour, United States, Canada, and Northern Europe, 1928; Instructor, Missouri Valley College, Marshall, Missouri, Piano, Theory, Public School Music Methods, 1931-32; Milligan College, Milligan, Tennessee, Piano, Theory, Conducting, 1932-34; University of Iowa, Piano and Advanced Harmony, 1934-35, summer 1935; Stephens College, Columbia, Missouri, Humanities, 1935-36; Frances Shimer Junior College, 1936-1938.

VIRGINIA WEIGEL, M.S., Biological Science.

A.B., University of Illinois, 1928; M.S., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, summer, 1930, 1935, 1936; University of Michigan Biological Station, summer, 1932; Travel, Western National Parks, summer, 1934; Instructor in Biological Sciences, Edwardsville High School, 1928-30; Frances Shimer Junior College, 1936—.

WARREN P. CORTELYOU, Ph.D., Physical Sciences.

B.S., University of Illinois, 1929; Graduate Study, Alfred University 1930, '31, '32; Ohio State University, 1932; Cornell University, 1934; State University of Iowa, 1933, '35, '36, '37; Ph.D., State University of Iowa, 1937. Assistant Professor of Chemistry New York State College of Ceramics and Alfred University, 1929-36. Frances Shimer Junior College, 1937—.

GEORGE EDWARD HOFFMAN, A.M., English.

A.B. Northwestern University, 1924; A.M., Northwestern University, 1925; Teaching Fellowship, Northwestern University, 1925-26; Instructor, Tulane University of Louisiana, 1927; Instructor, University of Alabama, 1927-31; Instructor, Duke University, 1931-34; Director of Publicity, Lawrence College and the Institute of Paper Chemistry, 1935-37; Frances Shimer Junior College, 1937—.

FINANCES OULD, Ph.D., Latin.

B.A., University of Toronto, 1934; M.A., University of Toronto, 1935; University Fellow in Classics, University of Wisconsin, 1935-37; Ph.D., University of Wisconsin, 1937; Frances Shimer Junior College, 1937—.

ALVERDA ROSEL, B.M., Piano.

Diploma in Piano, Cincinnati Conservatory of Music, 1921-25; B.M., American Conservatory of Music, 1937; American Conservatory of Music, Summers 1930, 1931, 1934, 1937; Violoncello with Hans Hess, Alfred Wallenstein; special student, University of Cincinnati, Illinois Wesleyan University, Meredith College. Instructor in Violoncello and Piano, Illinois Wesleyan University, Bloomington, Illinois, 1928-30; Instructor, Violoncello, Piano, Theory, and Ensemble, Meredith College, Raleigh, N. C., 1930-34; Private Teaching, Uhrichville, Ohio, 1934-37; Frances Shimer Junior College, 1937—.

ANNIE ROSS, M.A., Speech, Dramatic Art.

B.A., University of Utah, 1930-34; Graduate work, University of Idaho, summer, 1934; Northwestern University, 1935-37; M.A., Northwestern University, summer, 1937; Instructor in Speech, Dramatics, and English, Malad High School, Idaho, 1934-35; Frances Shimer Junior College, 1937—.

CECILIA M. RUBIN, M.A., English, Psychology.

Ph.B., University of Chicago, 1931; Degré Supérieur, Sorbonne, France, 1931; M.A., University of Chicago '33; Special student, University of Montpellier, France, 1926-27; Summer school University of Chicago, 1935, '36, '37. Instructor English and French, Cornell College, Mt. Vernon, Iowa, 1936-37; Frances Shimer Junior College, 1937—.

EUNICE WADSWORTH THOMPSON, M.A., English.

A.B., Northwestern University, 1927; A.M., Northwestern University, 1927; University of Chicago, summer school, 1933; 1935. Teacher, Elementary Schools, Du Page County, 1923-24; Harvey, Illinois, 1927-28. Research for publishers, Source Research Council, Inc., 1927-33; United Educators, Inc., 1933-Feb., 1938. High School and Junior College instructor, evening school, Maywood, Illinois, 1934-35. Frances Shimer Junior College, February, 1938—.

THELMA WHARTON, M.M., Piano.

B.M., Kansas University; M.M., Sherwood Music School; Summer Study 1931-32, Perry Granger, Summer 1934-1935, Edwin Hughes; University of Chicago, 1934; Instructor, Sherwood Music School, 1929-31; College of Emporia, 1931-32; Mary Baldwin College, 1933-34; Accompanist for Shuler Opera Group, Chicago; Private Studio, 1934-38; Frances Shimer Junior College, February, 1938—.

OFFICERS OF ADMINISTRATION

- A. BETH HOSTETTER, *Acting President*
BEATRICE N. SIEDSCHLAG, *Dean of Students*
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CECILIA M. RUDIN, *Head of West Hall.*
VIRGINIA WEIGEL, *Head of Hathaway Hall.*
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MYRA JONES MCGREGOR, *Officer of Admissions.*
ROBERTA LELAND RAYNER, *Officer of Admissions.*
ELLA M. FORTNA, *Head Housekeeper and Dietitian.*
ANN CAVES, R. N., *Resident Nurse.*
MARGARET CAMPBELL CARR, *Secretary to the President.*
MARY D. MILES, *Accountant.*
LAURA B. GRAY, *Bookstore Manager.*
HUGH WILSON, *Superintendent of Buildings and Grounds.*

HISTORY

Eighty-five years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State to go to the comparatively new Midwestern community; and on May 11, 1853, the two forward-looking young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the Alumnae of the Seminary, and the citizens of Mount Carroll.

The chartered name of the institution became at this time The Frances Shimer Academy of the University of Chicago, and the friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day. Frances Wood Shimer thus assured her institution of an educational bond with the region's outstanding University.

That the Academy received outstanding representation during this period may be judged from the names of some of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall.

Under their guidance, in the years that followed progressive educational policies were inaugurated from time to time. These years were, in a sense, the critical, formative years in the College's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the College began rebuilding on a much larger scale. The original Seminary building having burned, the present Quadrangle was laid out, providing room for the building expansions which have now developed it.

The institution was one of the first to undertake the Junior College plan, and it graduated its first junior college class as early as 1909, long before the Junior College had won the popular acceptance which it has now. In 1931, the Board of Trustees formally authorized the change of the official name to Frances Shimer Junior College and Preparatory School, and approved also the idea of making the four-year Junior College the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, the Reverend William Parker McKee of Minneapolis was called to be President. During his thirty-three year administration, the present complete plant was built and most of the equipment acquired. He became President

Emeritus in 1930 until his death in 1933. Floyd Cleveland Wilcox, who became President upon Dr. McKee's retirement, retired in 1935. During his administration the College made many advances in educational policy. A. Beth Hostetter, Dean, acted as President for one year following his retirement.

In August, 1936, Raymond B. Culver, Ph.D., became President after many years of experience with the Student Christian Association Movement as an executive and as a counselor with students, and in recent years as a teacher in Linfield College, Oregon. Dr. Culver resigned because of ill health in February, 1938. Miss A. Beth Hostetter became Acting President at that time.

ACCREDITING

Frances Shimer Junior College is a fully accredited member of the North Central Association of Colleges and Secondary Schools. In addition it is accredited by the Illinois State Department of Education, and is a member in good standing of the Association of Junior Colleges. It is certified by the American Medical Association for pre-medical study.

EDUCATIONAL AIMS

One hears much about the importance of education to the individual, but very little about the importance of the individual to education, in these days. Yet each student who seeks preparation beyond that of the public school must obviously have some hope, no matter how remote, that her specific intellectual needs will receive that individual attention which is an indivisible part of a true education. Every student cherishes, either secretly or openly, the ambition to satisfy herself and her personality through gaining satisfactory answers to the many why's of life.

That the institution of limited enrollment is ideally fitted to serve this purpose is plain. Here, where the constant comparisons based upon mere size are lacking, the student is encouraged to center her social, intellectual and emotional life about a group of modest size in which she can form true friendships. In this group teacher and student are not at remote poles socially, intellectually or emotionally; but are comrades sharing the daily experience of living.

The student's true growth cannot be measured in terms of the size of the institution she is attending, nor in terms of additions to plant and endowment and new buildings. These things, good and necessary as they are, are but superficial indications of an effort to furnish the best means for intellectual and spiritual growth of its students. Real progress can be measured only by the success and growth of the individual student.

Adequately provided with the physical equipment necessary to living comfortably and learning readily, Frances Shimer Junior College and Preparatory School prefers to speak in terms of the individual student's educational needs. The aim is to make education real and vital to each student; to keep classes of such modest size that the individual's demands, expressed or unexpressed, will be the teacher's first concern. Basically, there is no other excuse for either teaching or education.

To this end Frances Shimer has provided a sound curriculum based upon the Liberal Arts ideal, with sufficient Fine Arts work to provide full outlets emotionally for self-expression. Thus the student is stimulated both intellectually and emotionally by being brought into contact daily with the world of knowledge and of the arts.

A well-rounded personality is the aim of the sensible student and teacher alike. Many elements enter into the achievement of that balance and discipline which mark the educated from the uneducated. Recognition of the importance of separate factors which round out young lives is the first step towards attainment of this goal; and at Frances Shimer attention is directed to the mutual importance of academic pursuits, social cultivation, extra-curricular interests, emotional, satisfaction, and spiritual growth.

Specifically, then, the educational objective at Frances Shimer is the cultivation of socially effective personalities. As the individual personality is the most important factor in the building of a better future, Frances Shimer regards its cultivation as the highest possible conception of education. To this end it bends its resources: physical, educational, cultural, and spiritual. It seeks to discover in its students, not cold intellectual genius alone, but those socially desirable intellectual traits and artistic abilities which, wholesomely nurtured, make lives happier through bringing them to greater usefulness, both to themselves and to those about them.

RELIGIOUS LIFE

Abundant opportunity to participate in religious activities is open to students at Frances Shimer. The Christian Service League sponsors student religious movements and meetings of every kind. The College conducts a Sunday School for its students, in addition to which there are services in the churches of the town.

Tuesday morning Chapel services are given to worship. The Sunday evening Vespers service brings to the college local and visiting clergymen or speakers on religious-cultural topics. Students are encouraged to attend the church of their own denomination on Sundays. The Christian Service League is inter-denominational; its aim is to promote the religious welfare of all students, and its activities and functions stress Christian ways of living and thought rather than denominational differences.

SOCIAL LIFE

The educational aims subscribed to by the College include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the College is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. The College sponsors a program of week-end activities providing entertainment and social occasions throughout the academic year. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers.

While students reside in halls according to their age and academic class, at table they sit with members of other classes and with faculty members. Table groups are disbanded and redistributed monthly, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

CULTURAL RESOURCES

The College sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the College and the Community outstanding figures in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the Gymnasium are followed by smaller informal group discussions in the Student Lounge of West Hall, or in other College rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the

Symphony Orchestra, or be present at events of interest to a specific group, such as the Horse Show, attended each year by members of Boots and Saddle, the riding club.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college, denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the student chose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the College Administration, which in turn has been rewarded by the unusual quality of the students' response.

RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the College maintains a Physical Education equipment which is both modern and ideal.

The Gymnasium is new and entirely adequate. It houses a full-sized playing floor with a standard basket-ball court adaptable to a variety of other indoor games such as volley ball, indoor baseball, badminton. It is used also by dancing classes. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms. Archery and table tennis have a special room in the basement of Hathaway Hall.

A nine-hole golf course, the private property of the college, adjoins the south end of the Quadrangle. A playing field along the east side of the gymnasium provides space for hockey and baseball. Tennis courts lie at the north-east corner of the Quadrangle.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering; records of weight, posture, and other physical data are kept; and the work in Physical Education is planned for the individual student on the basis of these records.

The Resident Nurse in charge of the Infirmary carries on an educational program in the maintenance of good health. She is on duty at all times in the fully equipped Infirmary, and is available to students day and night. When the attentions of a physician are necessary, the student employs one.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 40, 72 and 78, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer Junior College has the advantage of eighty years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is Colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL

(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, a common social room, with a large recreation room on the ground floor.



BENNETT AND HATHAWAY HALLS



WEST HALL

(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor.

METCALF HALL

(1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium. The auditorium is equipped with stage and curtain. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Durer's "Saints Mark and Paul," and St. Peter's Cathedral.

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The School is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

POWER PLANT AND LAUNDRY

(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.

THE INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A trained nurse is in constant residence.

SCIENCE HALL

(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER McKEE HALL

(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings is four stories high. The ground floor contains the central dining-room. The other floors have a parlor for the use of students, a suite of rooms for the Head of the Hall, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for college girls, and a dining-room for the entire College. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as President.

CAMPBELL LIBRARY

(1925)

Campbell Memorial Library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The College is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete and steel. The reading-room occupies the entire first floor. The present library of more than 8,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also adequately supplied with magazines and periodicals. There are over 3,000 mounted pictures in the art files. The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska.

The upper floor of the library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Francesa Shimer Historical Commission.

WINONA BRANCH SAWYER HOUSE

(1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL

(1929)

The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

BENNETT HALL

(1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through a generous gift of the children of Myrtie Stevens Bennett, Class of 1880, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student kitchenette, and the Dean's apartment. Upper floors contain student rooms and baths for forty-four students.

STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

STUDENTS' ASSOCIATION

The Students' Association to which every member of the Junior College belongs maintains self government in the Junior College residence halls. Effort is made to develop a feeling of responsibility by gradually giving the students opportunities for greater self-direction.

Regular meetings of the Association are held once each month. The executive committee meets each Friday with the faculty counselor to discuss the plans and problems of the students.

CHRISTIAN SERVICE LEAGUE

This organization sponsors discussion groups, encourages social life among the students, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work in the world.

FRANCES SHIMER PUBLISHING ASSOCIATION

Frances Shimer Record is a student publication issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department. It sponsors the inter-class hockey game on Thanksgiving Day; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May Fête; golf and tennis tournaments, and swimming meets.

ART CLUB

The Art Club has a two-fold purpose. It is organized to co-operate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art. The Club members are occasionally invited to the homes of art collectors or the studios of professional artists. Journeys to art centers within a one hundred and fifty mile radius are made annually. The Art Club takes direct responsibility for teas and coffees given at current art exhibits and for visiting artists. Valuable social training as well as artistic is thereby received.

The second purpose of the Club is to develop skills which should be productive of joy in school life and give resources within, which enable the student to make worthy and happy use of leisure. The special club room maintained by the Art Club goes far in making possible the opportunity for any student to pursue a worthwhile craft or hobby. Equipment for metal work, printing, wood carving, modeling, and numerous other useful and beautiful crafts is available for student use in this room.

The Club is open to students of Art History, Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses.

DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

THE BOOK CLUBS

The Book Clubs are organizations of girls especially interested in the study and enjoyment of the best in contemporary literature—fiction, poetry, drama, and essay. The groups meet informally before the fire on Sunday afternoons to engage in conversation about recent books and authors. Free exchange of opinion is encouraged, supplemented by discussion of a leader and excerpts from periodical reviews.

INTERNATIONAL RELATIONS CLUB

This organization, which is open to all students enrolled in the junior college, has as its aims the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

LATIN CLUB

The Latin Club is organized under the name *Fori Sociæ Sororiz*. Membership is coveted among the members of the Latin classes and is dependent upon scholastic standing. The function of the Club is both social and educational. The members meet once a month.

The program for the year included formal initiation of new members; two programs presented by the members of each Latin class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-clad guests reclined in true Roman fashion and dined from characteristic Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.

BOOTS AND SADDLE CLUB

This club was organized for young women interested in better equitation. The club meets once a month for a study of types of saddle horses and nationally known horses of the show ring. Sleigh rides and hay rack parties are enjoyed when the weather permits.

Each year the Boots and Saddle Club sponsors two gymkhanas, two all night horseback trips to the rocky bluffs of the Mississippi, a formal banquet, and a trip to the International Livestock Exposition in Chicago.

CAMERA CLUB

The Camera Club is organized to afford a means of self-expression as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied. The school dark-room is available to its members many of whom develop and print the pictures they snap. Throughout the year various contests are held to secure prints for the annual exhibit in the spring.

ARTS AND CRAFTS CLUB

This club was organized for those who enjoy doing handwork in their leisure time. Members have worked on various projects in leather tooling, knitting, and quilt making.

PRO MUSICA

This club is composed of a limited group of talented music students who meet on the second Sunday afternoon of the month for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and endeavors to foster the love of good music. Membership is by try-out under the supervision of the Dearborn Faculty.

PHI THETA KAPPA

The Beta Sigma chapter of Phi Theta Kappa, Junior College Scholastic Honorary Society, was installed in 1932. Membership in this society is limited to the upper ten percent of the student body of the Upper Division.

DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer.

THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College organized its first junior College class in 1907 and since 1909 has graduated successive classes.

For students who wish to avoid the mass education and consequent inattention to individual needs that characterize our universities the well-organized junior college of high academic standing offers an excellent preparation for the more specialized work of the upper years of the university and the graduate school. The successful transition from the relatively sheltered and directed life of the high school period to the more strenuous self-directed life of advanced university work is more nearly assured by attendance at a junior college where attention is directed both to high educational standards in harmony with university requirements and to training in the acquisition and expression of those individual and social controls that ensure adequate stability of character.

The many opportunities for exploring and testing one's abilities and interests within the field of the curriculum as well as by means of the social and cultural resources available make the junior college an unexcelled institution for those who wish to conclude their formal education with the expiration of the junior college years.

To these two groups of students the Junior College curriculum is adapted. Those students who wish the work of their first two years to meet the requirements of the upper division in the universities are guided into the academic course which is described on Page 36. On the other hand those students whose interests and aptitudes are clearly defined in music, art or speech are urged to enjoy the pursuit of these arts and at the same time acquire a cultural background which will be both interesting and useful to them. To such students an adaptation of the General Course described on Page 36 is recommended, or one of the more strictly pre-professional courses.

ORGANIZATION

The plan of organization is based upon the thesis that the needs of the students should govern the structure of the program under which they do their work. The physical, mental, and emotional characteristics of students included in the eleventh and twelfth high school years and in the Freshman and Sophomore college years are so similar that for purposes of efficient organization

and administration these four years are integrated into one group, the first year being designated Freshman, the second Sophomore, etc. Administratively, the integration is now complete and parallel changes in the curriculum are being made as rapidly as the requirements of universities permit. Consequently, the last two high school years and the first two college years are administered as one group both in respect to classroom organization and procedure and to extra-classroom life and activities.

Since the middle point of the four-year program is identical with high school graduation, particular care is taken to satisfy standard entrance requirements of four-year colleges and universities.

The organization of the college reveals the very liberal conception of education. It is held to be something more than the entrance requirements of universities seem to imply. Consequently, the rich life-bearing fields of the fine arts are placed on a level equal to that of the subjects more readily accepted by the universities. Liberal credit for time spent in study in these fields is allowed for graduation and no restrictions in the nature of special fees are placed around them. All work in speech and the expressional aspects of language are likewise without restriction open to all qualified students.

The ninth and tenth high school years are organized into the Preparatory School, a description of which is to be found in another section of this catalogue (see page 91). Chief attention is given to the fundamental studies in order that when opportunity in the junior college provides participation in broader fields of study and activity full advantage may be taken of it. Additional work in music, art and speech may be taken during this period providing the quality of the scholastic work warrants it.

ADMISSION

Application for admission is made on a special application form which is included in this catalogue. When accompanied by a registration fee of twenty dollars for reservation of a room, the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required, although certain psychological tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh high school year) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above

mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

C—Average

B—Above average

D—Below average

E—Failure

The average or C group constitutes from 40 to 60 per cent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject for the average is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Reports of students registered in the Preparatory School are sent to parents also at the end of the second six weeks' period. Additional reports will be sent upon request to parents at any time.

REQUIREMENTS FOR GRADUATION

A minimum residence of one year is required for the diploma of the Junior College and for the high school graduation certificate. The diploma of the Junior College will be granted upon the completion of one hundred twenty-four (124) semester hours' credit in the four years' course, or of 60 hours in the upper division. Sixty-four semester hours, or enough to complete 16 high school units, must be completed in the lower division if a certificate of graduation from high school is desired.

A student may receive a diploma of graduation from high school under either of the following plans: PLAN I, two subjects pursued for three years each and two subjects pursued for two years each, these subjects to be selected from the following five groups: English, Foreign Language, Mathematics, Science, Social Studies; or PLAN II, three years of English, including fourth year English, two years of a language, one year of history and one year of science taken in the eleventh or twelfth grade, algebra and geometry. Under either plan, the additional units to total 16 may be electives for which credit is given by the school.

Six semester hours of English in the upper two years are required of all candidates for the Junior College Diploma; the remaining fifty-four hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to make the Junior College a completion school. Physical Education is prescribed for all students.

For the diploma of the Junior College a number of grade points equal to the number of semester hours of credit must be secured. This signifies an average grade of C. For recommendation to college or university the same degree of proficiency must be achieved. Preferred recommendation, however, is given to students who rank in the upper two-fifths of their class. Credits of students whose average grade is below C will be transferred upon request to another institution, but without recommendation.

SCHOLARSHIPS AND AWARDS

Scholarships for Daughters of Ministers

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

Scholarships for Students of Superior Ability

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students of ability and determination who could not otherwise attend college, the Trustees have set aside a limited portion of the institution's annual income to be used for this purpose. The assistance takes the form of merit scholarships and service scholarships.

Merit scholarships are available to high school graduates who are included in the upper quarter of their graduating classes. A student will be expected to maintain an average grade of B. Failure to maintain this average grade results in forfeiture of the scholarship. The scholarship amounts to \$200.00, \$100.00 of which is payable in two installments each year.

Various opportunities for self-help are available. The most remunerative and least time-consuming are those involving table service in the dining room, the compensation for which amounts to \$200.00 per year. There are assistantships in various departments such as music, library, infirmary, physical education, laboratory, Dean's office and President's office which provide from \$100.00 to \$200.00 per year, the most frequent compensation being \$150.00 per year. Various clerical tasks, often requiring typing skill, pay from \$100.00 to \$150.00 per year, depending on the amount of time expended.

Honor Scholarships

A senior scholarship amounting to one hundred and fifty dollars may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year.

Two scholarships amounting to five hundred dollars each may be granted to new students entering the first year of college (junior high school year), payable one hundred dollars per year in the lower division and one hundred fifty dollars per year in the upper division.

On recommendation of the faculty, two honor scholarships amounting to three hundred dollars each, payable one hundred fifty dollars per year, may be granted to Frances Shimer students who have completed the work of the lower division.

The Honor Scholarships

The Faculty awarded an Honor Scholarship in the Lower Division in June 1937, to Margot Pfeifer. The Senior Honor Scholarship was given to Betsy Johnson.

Educational Aid Association Scholarship

The Educational Aid Association of Frances Shimer Junior College provides an annual scholarship of one hundred dollars, which is awarded on the basis of deserving need.

The Jessie Miles Campbell Prize

The Jessie Miles Campbell Prize of ten dollars for excellence in Latin was awarded in 1937 to Mary Bullis.

The Ileen Bullis Campbell Prize

The Ileen Bullis Campbell Prize is an annual award for excellence in the field of History. This prize was awarded in 1937 to Lorraine Falck.

The James Spencer Dickerson Prize

The James Spencer Dickerson Prize to the student who shows the greatest amount of progress in Art was divided in 1937, between Dorothy Cowan of the upper division and Jeanne Gavin of the lower division.

The Dramatic Club Prizes

The Dramatic Club offers two annual awards of ten dollars each, one for excellence in Acting, and one for excellence in Stage Production. The names of the recipients of these honors, as selected by a joint committee of faculty and Dramatic Club members, are engraved on the silver plaque which hangs in the Green Room. In 1937 the prize in Acting was divided between Ramona Powers and Marion Sanders and the prize for Production was awarded to Isabel Feldman.

The Elizabeth Percy Konrad Trophy

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Dorothy Reid won the trophy in 1937.

The Golf Trophy

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. Elizabeth Schiele won the cup in 1937.

The Tennis Trophy

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Louise Weidman was the winner in 1937.

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture for 1936-37 was given by Ridgeley Torrence.

EXPENSES FOR THE COLLEGE YEAR

Beginning with 1931-32 the policy of charging a single inclusive fee covering the total expense for the year was inaugurated. There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the College. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

Tuition and living for the scholastic year, \$790.

This single fee includes the charge for board, room, laundry, and all academic instruction as formerly, and in addition includes all special fees previously charged, such as class work and private lessons in music, harmony and analysis, voice, art, and speech; use of practice rooms, library, swimming and swimming instruction, gymnasium instruction, the secretarial course, laboratory courses in physics, chemistry, biology, physiology, foods, clothing, and all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made, as formerly, for extra studies taken in addition to the prescribed number. The facilities of the Infirmary as well as the services of the nurse are available to students without charge. This includes common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the student. Certain courses in home economics and art where materials are consumed or used according to the taste and desires of the individual and become the property of the student involve a charge for the actual materials consumed or used.

A registration fee of twenty dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded, providing notification is received before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the School may pay a fee of \$200 for the college year. This includes all special fees of whatever nature, except those of the Infirmary.

Rooms are generally planned to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single or suite rooms.

TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts, including those owed to the College Book Store, must be settled in full before permission is given to take the final semester examinations, January 26 and May 31, 1939. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full. Students entering for the second semester only will pay at the rate of \$430 for the semester.

HOUSE STUDENTS

Due on or before September 14, 1938:

For the first semester\$430.00

The \$20 registration fee will be credited on this payment.

Due January 1, 1939, and payable not later than January 31:

For the second semester\$360.00

DAY STUDENTS

Due on or before September 14, 1938:

For the first semester\$100.00

Due January 1, 1939, and payable not later than January 31:

For the second semester\$100.00

Expenses for Preparatory School Students may be found on page 75.

MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

While most incidental expenses are governed by purely personal inclinations, a few are incurred by all students. Class and club dues, subscription to the student publication, "The Record," admission to athletic events and dramatic productions put on by the students are all covered by a Student Activity fee. The amount of this fee varies according to the extent to which a student is likely to participate in school activities. The fee is \$15 for junior college students, \$10 for preparatory school and \$8 for day students. These fees are collected by the college and turned over to the manager of the Student Activity fund to be allotted to different student organizations.

A student bank is maintained in the Business Office. Deposits and withdrawals for personal expenses may be made at stated intervals.

WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw voluntarily or upon request.

CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application to the Registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.

COURSES OF INSTRUCTION

For convenience the courses are divided into two groups, lower division and upper division, the lower division comprising the first two years and the upper division the second two years of the Junior College.

The courses of instruction are classified into seven groups, viz., biological science, fine arts, home economics, language and literature, physical science, secretarial studies, and social science. These are arranged alphabetically in the order listed above:

The seven curricular groups are organized as follows:

- a. Biological Science—Physiology, biology, botany, evolution, physical education.
- b. Home Economics—Clothing, foods, design, home planning and furnishing, home management.
- c. Fine Arts—Music, art.
- d. Language, Literature and Speech Arts—English, Latin, French, German, Speech, Dramatic Art.
- e. Physical Science and Mathematics—Physics, Chemistry, Astronomy, Algebra, Geometry, Trigonometry, Calculus.
- f. Secretarial Studies—Typewriting, Stenography.
- g. Social Science—History, civics, sociology, economics, geography, psychology, education, religion.

The numbering of courses indicates the year in which they normally are given. For example: English 11 is given in the first semester of the first year of the Junior College (11th grade of high school). English 12 is given in the second semester of the same year. The number 21 indicates a course given in the second year, etc. An odd number indicates the first semester, while an even number indicates the second semester. Courses are required to be taken in the year specified unless otherwise indicated. Registration in certain courses may be secured by qualified students who secure the consent of the instructor.

In a similar manner courses numbered 31 are courses taken in the first semester of the third year of the junior college, equivalent to the first year of college, and the courses numbered 41 are regularly taken the first semester of the fourth year.

Students desiring to continue their academic work in a university or a four year college with junior standing should meet as far as possible the requirements of the first two years of the college to which they intend to transfer. In case this college is not definitely determined the academic course outlined below is recommended.

ACADEMIC COURSE

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31	3	English Composition 32	3
Biology 31	4	Biology 32	4
History 31 or 33	3	History 32 or 34	3
Foreign Language, French or German	3 or 4	Foreign Language, Continual	3 or 4
Speech 31	2	Speech 32 or 34	2
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41	3	English Literature 42	3
Economics 41	3	Sociology 42	3
Foreign Languages, Continued	3	Foreign Languages, Continued	3
Psychology 41	3	Art History 43, or	3
Art History 47, or		Chemistry 42	3 or 4
Chemistry 41, or		History 43, or 44, or	3
Mathematics 41, or		Mathematics 42	3
History 41 or 43	3 or 4		
	16		16

For students who do not intend to carry their college work beyond the two years of the upper division a general course is recommended which will give a broad cultural background in preparation for intelligent social living.

GENERAL COURSE

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 31	3	English 32	3
Biology 31	4	Biology 32	4
Music Appreciation 33	2	Music Appreciation 34	2
Speech 31	2	Speech 32 or 34	2
Electives	4	Electives	4
	16		16

Suggested Electives: History 31 or 33 and a foreign language.

SENIOR YEAR

First Semester		Second Semester	
Courses	Credits	Courses	Credits
English Literature 41	3	English Literature 42	3
Geography 41 or History 51 or 52	3	Sociology 42 or History 53 or 54	3
Psychology 41	3	Art History 42 or Graphics Art 42	3
Art History 41 or Graphics Art 41	3	Electives	3
Electives	4		
	16		15

Recommendations must be preceded by a year of History.

COURSES IN THE FINE ARTS

Students who wish to develop their ability in music, art, or dramatics either for the cultural value of these arts or with a view toward professional training should follow the curricula outlined for these developments on Pages 45, 49, and 63.

SPECIAL COURSES

The curricula in Physical Education, Home Economics, Library Science and Secretarial Studies are not meant to be terminal in their character. They are designed to meet the demands of students who desire to continue their general education in college and at the same time pursue an interest or increase a skill. These curricula are described on Pages 40, 41, 61, and 68.

THE COURSE IN EDUCATION

Students who desire at the end of two years of college work to obtain the Illinois Limited Elementary School Certificate should follow the curriculum outlined on Page 73. Students who have completed these requirements will be recommended for the appropriate certificate in other states also.

DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

BIOLOGICAL SCIENCES

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter, to teach them to know and to enjoy their environment, and to help them understand the interdependence of plants and animals and their relation to the physical world.

The large well-lighted laboratory is equipped with compound microscopes, slides, charts, and models. A micro-projector, recently purchased, has given new interest to the laboratory work.

11-12—ELEMENTARY BIOLOGY. A unit course for lower division students presenting a study of plants and animals, their lives, functions, environment, and economic importance. Field trips familiarize the student with local flowers, birds, and insects. Special emphasis is placed upon human biology and public health.

Three class meetings and two two-hour laboratory periods per week, both semesters.
Four credits each semester.

31-32—GENERAL BIOLOGY. An introduction through plants and animals to fundamental biological facts. Typical forms are studied with reference to physiological processes, evolution, ecology and economic importance. Recommended to all juniors. Prerequisite for Physiology 41.

Two class meetings and two two-hour laboratory periods per week, both semesters.
Four credits each semester.

41—PHYSIOLOGY. A general survey of the origin, development, and functional processes of the human body. It is recommended for science, pre-medical and pre-nursing courses. High school physiology is desirable. Biology 31-32 a prerequisite. Open to seniors only.

Two class meetings and two two-hour laboratory periods per week, first semester.
Four credits.

42—BOTANY. A study of the identification and classification of seed plants and ferns, with special emphasis on those native to north-western Illinois. The course is designed for those who desire more work in botany than is given in the General Biology course.

Two two-hour laboratory periods per week, second semester.
Two credits.

44—EVOLUTION. That evolution has taken place is shown definitely in geological history, comparative anatomy, embryological development, natural classification, geographical distribution and experimental breeding. Open to seniors and to others by approval of instructor.

Two hours per week, second semester.
Two credits.

PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good sportsmanship, high ideals of team co-operation, and a desire for continued physical activity.

At the beginning of each year each student is given a physical examination to determine general health condition, physical efficiency and individual needs. Upon the basis of this examination, complete records of which are kept, each student is assigned to her special program of activities. Examinations are repeated in whole or in part as often as desired. Weight and development records are secured with sufficient frequency to insure adequate oversight of all students.

Each student is required to have a gymnasium costume consisting of two romper suits, white socks, and shoes. Dancing sandals and swimming suit are also required for those who participate in these activities. Since the regulation with reference to the costume requirements will be strictly enforced, it is necessary to purchase the uniform through the Book Store after arrival.

In the fall and spring the classes engage in outdoor activities, such as tennis, golf, field hockey, baseball, and riding. The annual May Fête is an event requiring many varieties of athletic ability. Winter work includes basketball, volleyball, indoor work, and dancing, both tap and ballet. Swimming is offered throughout the year. During the year opportunity is given to pass Red Cross Junior and Senior life saving tests.

REQUIREMENTS FOR GRADUATION

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for upper division students. Credit for Physical Education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

THE PHYSICAL EDUCATION COURSE

Junior College students of the upper division who desire to major in Physical Education are given the opportunity to take work covering the first two years of a four-year course.

Physical Education is not unlike other specialized fields in that the first two years of study are largely concerned with a general education to give a broad background before starting on the more specialized work.

Students who have a special interest in teaching Physical Education find unusual opportunities for assisting with the sport programs.

The following suggested courses may be modified to meet the individual needs of the student and the requirements of a specific school to which she may wish to transfer after completing her first two years.

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Biology 31	4	Biology 32	4
English Composition 31	3	English Composition 32	2
History 31 or 33	3	History 32 or 34	1
Foreign Language, French or German 3	3	Foreign Language, French or German 1	1
Speech 31	2	Speech 32 or 34	1
Physical Education		Physical Education	
	15		15

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41	3	English Literature 42	3
Chemistry 31	4	Chemistry 32	4
Physiology 41	4	Electives	3
Electives	4	Physical Education	
Physical Education			
	15		15

Suggested Electives: Psychology, Voice and Diction, Music Appreciation, Piano, Graphic Arts 37-38, Art History.

11-12—PHYSICAL EDUCATION. Required of all freshmen.
Four periods per week, both semesters. One-half credit each semester.

21-22—PHYSICAL EDUCATION. Required of all sophomores.
Four periods per week, both semesters. One-half credit each semester.

31-32—PHYSICAL EDUCATION. Required of all juniors.
Two periods per week, both semesters. One-half credit each semester.

41-42—PHYSICAL EDUCATION. Required of all seniors.
Two periods per week, both semesters. One-half credit each semester.

HOME ECONOMICS

The courses offered in this department are planned for two classes of students, those who expect to specialize later in Home Economics, and those who desire some fundamental knowledge of household problems.

Students who register for courses in Home Economics should elect courses in art which correlate closely. Elections should be made in consultation with the instructor.

Recommended elective courses in addition to those below are: Art History 47-48; Organic Chemistry 41; Botany 42; English 41-42.

SUGGESTED COURSES IN HOME ECONOMICS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
Art 37	2	Home Management 42, or Home Planning and Furnishing 38	3
Chemistry 31	4	Chemistry 32	4
Biology 31	4	Biology 32	4
English 31	3	English 32	3
Elective	3	Art 38	2

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
Clothing 31	3	Advanced Clothing 32	3
Foods 35	4	Advanced Foods 36	4
Psychology 41	3	Education 42	3
Physiology 41	4	Home Management 42, or Home Planning and Furnishing 38	3
Elective	2	Elective	2

13-14—HOME AND COMMUNITY PROBLEMS. The course presents various aspects of present-day American life and institutions. The relation of the home to the economic, social, educational, and civic problems of the commonwealth, and the responsibility of the homemaker to these problems are emphasized.

Four hours per week, both semesters. Four credits each semester.

31—CLOTHING. Construction of garments; study of textiles as to fiber, weave, tests; textile economics, hygiene of clothing; choice and care of clothing; budget study. Prerequisite or concurrent, Art 37-38.

*One class meeting and three two-hour laboratory periods per week,
first semester. Three credits.*

32—ADVANCED CLOTHING. Advanced textile study; application of principles of design to costume; study of historic costume in relation to modern dress. Prerequisite, Clothing 31.

*One class meeting and three two-hour laboratory periods per week,
second semester. Three credits.*

35—FOODS. Composition, selection, commercial processes; foods from the chemical and physical standpoint; consumer's responsibility; pure food legislation; preparation of food, factors of cookery, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

*Two class meetings and two three-hour laboratory periods per week,
second semester. Four credits.*

36—ADVANCED FOODS. Foundations of normal human nutrition; nutritive values in relation to cost, cost of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics 31 and Chemistry 32 which may be taken concurrently.

*Two class meetings and two three-hour laboratory periods per week,
second semester. Four credit hours.*

38—HOME PLANNING AND FURNISHING. A study of historic types of architecture and their influence upon present-day styles; house plans; relation of good design in the planning and furnishing of a home conveniently and artistically; study of plumbing, heating and lighting; period furniture and furnishings. Prerequisite, Home Economics 33. Alternates with Home Economics 42.

*One class meeting and three two-hour laboratory periods per week,
second semester. Three credits.*

42—HOME MANAGEMENT. A study of household expenditures with approximate percentages at different income levels, investments and savings, clothing and food for the family, household equipment and its care, schedule of work, care of the house, and home laundering. If this course is to be transferred for credit, it must be preceded by, or be taken parallel with, Economics 41.

Three hours per week, second semester. Three credits.

GRAPHIC AND PLASTIC ARTS

The Study of Art in the Junior College

The four-year Junior College organization enables the young woman to begin professional art study two years in advance of what heretofore has been possible. The courses of study offered in the art department are so arranged that the first two years of general art study are linked with the last two years of special study, thus uniting the four years into one integrated unit. The break which ordinarily occurs between art in high school and art in college, university or institute is thus eliminated. At the completion of the junior college art course the student is equipped with four years of systematic and integrated art instruction in addition to the regular academic work which any significant college or university offers. The several years of integrated practice and work in art speak for themselves, and are to be eminently preferred to the year or two of scattered study. The additional academic work offered to the student in such a four year course gives a cultural background not afforded by a similar period of attendance in the special art school following the regular secondary school.

It is unquestionably true that the student with this background will be prepared to make significant creative contributions to contemporary art and life whether it be in a university, an art school, a home or a professional position. As a contributor to the economic and aesthetic life of a more complex community, the junior college graduate in art will be able to foster meritorious performance in proportion to her discrimination and artistic judgment.

Art Expression in School Activities

Competitions and contests conducted periodically and annually challenge the art students to an awareness of the practical need for art in every-day life. Monetary awards and prizes, publication of distinctive designs in the numerous Junior College printed programs, bulletins, and in *The Record* are some of the devices employed to give adequate recognition to outstanding art students. The official school seal, program-cover designs for musicals and plays, and illustrations for this catalogue were designed by art students as major departmental projects. Festivals, bazaars, pageants, concerts, and athletic events inspire students to create appropriate and suitable posters, unusual wall decorations and screens.

The Art Club members, consisting of students in classes in Graphic Arts and in History of Art, as well as other interested students, sponsor teas and coffees in conjunction with current

exhibitions of art shown at the Dickerson Art Gallery. Receptions given for visiting painters, sculptors and art lecturers provide inspiring personal contacts with artists of national importance. An exhibition of student work is held annually. The Art Club maintains a special club room near the art studio for the use of those students interested in following significant and worthwhile leisure time crafts. Equipment for metal work, printing, wood carving, and other crafts, acquired by the club, is utilized in this room. Numerous experimental projects in art-crafts are developed in the Art Club workshop.

The Frances Shimer Junior College is one of the first institutions of its kind to have established an art gallery. The history of the gallery and the permanent collection are described more fully under the heading of General Information in another section of this catalogue. Students have unlimited opportunity to study the permanent works of art both in organized class work and informal visits to the gallery.

GRAPHIC ARTS FOR LOWER DIVISION STUDENTS

Art courses are general during the first two years of the Junior College. They include free-hand drawing from nature, life and still life, perspective, lettering, decorative designing, painting, modeling, and history of art. Courses 11-12, and 21-22, respectively, designed for freshmen and sophomores, are more fully described on page 45.

GRAPHIC ARTS FOR UPPER DIVISION STUDENTS

The art courses in the upper division are special or departmental. Students expecting to specialize in art, to enter art schools, or to major in art at any of the universities should confer with the instructor before planning a course of study in order to secure a proper selection of courses.

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the junior and senior years of the Junior College.

COURSES IN GRAPHIC ARTS

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing and Composition 31	3
Lettering 33	1
English Composition 31	3
Electives	8
	<hr/> 15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing and Composition 32	3
Perspective 34	1
English Composition 32	3
Electives	8
	<hr/> 15

SENIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing, Composition and Painting 41	2 or 3
Design 43	2
History of Art 47	3
Electives	7 or 8
	<hr/> 14 or 16

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing, Composition and Painting 42	2 or 3
Advertising Art 44	2
History of Art 48	3
Electives	7 or 8
	<hr/> 14 or 16

11-12—GRAPHIC ARTS. The purpose of this course is to give the generalized type of art training indispensable during the high school years. Drawing from life, imagination, and memory, and sculptural casts is stressed. Color is used intermittently as the need for it arises in illustration and composition. Commercial problems in design and lettering incorporating simple advertising lay-out techniques are given in accordance with group interest and ability. Abstract designs emphasizing harmonious relationships of line, and mass also play an important part in the year's program.

Principles of perspective are employed as they are needed in illustration, landscape sketching, and life drawing. Problems in crafts, costume design and theatrical design are developed to enrich all of the foundation work in drawing and illustration. Illustrated lectures on History of Art from classic to Renaissance times, one period each week. Note books and outside readings required.

One class meeting and four two-hour studio periods per week, both semesters.
Four credits each semester.

21-22—GRAPHIC ARTS. The design structure and the color pattern of all types of art composition are emphasized in this course. Water color and tempera paintings are done in various techniques. The possibilities of color as a medium of art expression are stressed in printing from life and in painting from imagination. Color in abstract design problems is given a different significance and importance. History of art lectures from Renaissance to modern times will lay particular emphasis upon the evolutionary development of the use of color in painting (from the time of the discovery of oil painting). Designs are related to applied arts and crafts on the occasions when the best combined educational results are to be achieved.

One class meeting and four two-hour studio periods per week, both semesters. Four credits.

31-32—DRAWING AND COMPOSITION. A foundation course leading to specialization in any field of art. This course is designed, primarily, to develop the student's power in graphic expression. Attention is given to plan and procedure in drawing, and to the organization of form in composition. Analysis of technique and modes of representation. A variety of materials is used. Materials with commercial possibilities are particularly stressed.

*Three two-hour studio periods per week, both semesters. Two credits.
Or three three-hour studio periods. Three credits.*

33—LETTERING. The objectives are to give to students the ability to design and execute fine lettering, and to increase the student's appreciation of the beauty of letters in form and arrangement. Roman and other fundamental alphabets are studied. Problems in relating lettering to advertising. Outside reading assignments.

One two-hour studio period per week, first semester. One credit.

34—PERSPECTIVE. This course deals with the principles of perspective as they apply to landscape drawing and painting, and to imaginary composition and illustration. The law and order which exist in the appearance of receding lines and surfaces in all types of composition are analyzed. Emphasis is upon a variety of problems rather than a variety of mediums so that students will have the opportunity to become thoroughly acquainted with operation of these principles. Outside reading assignments.

One two-hour studio period per week, second semester. One credit.

37-38—INTRODUCTION TO THE ARTS. This course is designed for those students wishing some experience in art for their personal cultural development but not desiring to specialize in art. It is suggested for students of Education, Dramatic Arts, Home Economics, and Music. Problems are adapted to the field of interest of each student after general problems in drawing, composition, painting, design, lettering, and modeling are covered.

Two two-hour studio periods per week, both semesters. Two credits.

41-42—DRAWING, COMPOSITION AND PAINTING. Advanced problems synthesizing the drawing techniques and experiences gained in art 31-32 with painting. An extensive study of color as one of the major elements in artistic expression. Students will be grounded in the fundamentals of good painting. A specific purpose of this course will be to develop the student's individual power of expression. Problems from life-study and from imagination. Still-life, landscape, portrait, and figure study will be emphasized. Prerequisite, Art 31-32 or Art 37-38.

Three two-hour studio periods per week, both semesters. Two credits.

Or three three-hour studio periods.

Three credits.

43—DESIGN. This course deals with the principles of order underlying good design. The ability to apply them in creative problems is developed. An appreciation for the possibilities of good design in its many applications to all fields of art and of life is particularly sought. Designs are created for actual construction and use in specific projects, and in the handicrafts. The harmonious relationship between construction and design is the primary aim in each problem. Practice is given in designing block printed textiles, tied and dyed work, batik, and stenciled pieces. No text. Prerequisite, Art 31-32.

Two two-hour studio periods per week, first semester. Two credits.

44—ADVERTISING ART. This course offers to those interested in the commercial field the opportunity to study problems in advertising and merchandising. Emphasis is placed upon the effective and striking presentation of material. The student is trained to apply his art knowledge to business. Practical problems in poster design, magazine and newspaper advertising, lettering, fashion drawings and illustration will be considered in this relationship. The selling value of the best in advertising is singularly emphasized. Prerequisite, Graphic Arts 43.

Two two-hour studio periods per week, second semester.

Two credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.



MUSIC

Instruction in piano, voice, and violin is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects. The degree of difficulty is also approximately equal.

Music instruction is rapidly becoming organized in definite graded steps of progress. Accompanying these grades are academic requirements universally adopted by professional schools. Language and literature, history, psychology, the drama, and related subjects are prerequisites to advanced professional study. The junior college offers exceptional opportunities for the completion of these requirements before intensive application to exclusively professional study of music is undertaken.

Students electing courses in applied music must also pursue courses in the history or theory of music. The amount of such work may not be less than one-third of the amount in applied music. For lower division students Fundamentals of Music 11-12 may be taken to meet the requirement in music theory. Upper division students may elect History of Music 31-32, Appreciation of Music 33-34, Theory of Music 35-36, and Harmony 41-42.

No credit for applied music alone, except in glee club and orchestra, is granted. Final credit for applied music is not approved until the required amount of theoretical work has been completed. If preparation for courses in applied music in the upper division is not sufficient, the elementary courses may be taken with the approval of the instructor, but no credit will be given.

The aim of the department is to train students who are seriously interested in music. Consequently, half or part-time courses are only rarely approved.

The following outline of courses applies to upper division students and represents a normal program of work. Other students should consult the instructor when electing courses in piano.

COURSE IN MUSIC

JUNIOR YEAR	Credits	SENIOR YEAR	Credits
Applied Music	4	Applied Music	6
History of Music 31-32	6	Harmony 41-42	6
Glee Club	2	History of Art 47-48	6
French or German	8	Glee Club	2
English 31-32	6	English Literature 41-42	6
Electives	4	Electives	4
	<hr/> 30		<hr/> 30

For the certificate in piano an additional ten credits in applied music must be included. Courses 41-42 in piano furnish the necessary training. For the certificate in voice an additional eight credits in applied music must be included. Courses 41-42 in voice furnish the necessary training.

These certificates are granted provided the quality of achievement is of such a degree that it merits special recognition. Students should bear in mind that fulfilling the requirements in time and credits only will not mean the automatic bestowal of the certificate. Standards of achievement also are taken into consideration. Students often require an extra year to secure the certificate, thereby including other fields of rich cultural content.

THEORETICAL MUSIC

11-12—THEORY OF MUSIC. Singing and analysis of simple songs in unison. Study of elementary music theory: tone, staff, clefs, scales, meter, rhythm, keys, intervals, inversion of intervals, transposition, chords, the triad, cadences, form, melody, writing, dynamics. Mastery of musical terms is required. Another phase of this course is elementary ear training involving the recognition by ear of any of the above mentioned fundamentals when played or sung. Practice in sight singing is amply provided. Simple dictation to test knowledge of material studied is required each week. This course is repeated for upper division students.

Two hours per week, both semesters.

Two credits.

31-32—HISTORY OF MUSIC. A study of the history of music from the dawn of civilization to the present day. Notebooks are kept throughout, containing class notes, pictures, and biographies of most noted musicians. The method of teaching is by class lectures, discussions, outside reading, themes and occasional musical examples.

Three hours per week, both semesters. Three credits each semester.

33-34—THE APPRECIATION OF MUSIC. The purpose of this course is to develop, through analysis and intelligent listening, a better understanding and comprehensive appreciation of the various types, periods, and forms of music. Illustrated with records. No previous musical training is necessary. Lectures, assigned readings, and papers.

Two hours per week, both semesters. Two credits each semester.

35-36—THEORY OF MUSIC. A course in the theory of music for beginning college students.

Two hours per week, both semesters. Two credits each semester.

38—PUBLIC SCHOOL MUSIC METHODS. A course for prospective elementary and intermediate teachers in the methods, materials, and problems of teaching Public School music in the classroom. Opportunity for observation and individual projects will be given.
Two hours per week, second semester. Two credits.

41-42—HARMONY. A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishments, the figured chorale. May be elected by juniors upon approval of the instructor.
Three hours per week, both semesters. Three hours credit each semester.

ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required of violin students. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.
Two hours per week, both semesters. One credit each semester.

33-34—GLEE CLUB. An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.
Two hours per week, both semesters. One credit each semester.

35-36—CHAPEL SINGERS. Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. Credit is not given for one semester.
One hour per week, both semesters. One-half credit each semester.

PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work, and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with

the technical. Public student recitals are given at intervals during the year. Students may enter any course for which they are found qualified. Material of the approximate grades listed will be selected to suit individual needs.

Class instruction offers opportunity for training in ensemble work and rhythmical development.

Courses 31-32 and 33-34 may be taken for two credits each semester upon recommendation of the instructor.

11-12—ELEMENTARY PIANO I. Piano fundamentals; development of hand and finger dexterity; Czerny-Liebling studies; Czerny, Op. 299. Oxford, Piano Class Methods; Hughes, Master Series for the Young; Shorter pieces.

*Two class lessons and five hours practice per week, both semesters.
Two credits each semester.*

13-14—ELEMENTARY PIANO II. Scales, in thirds, sixths, and tenths, arpeggi, and individual studies. Czerny, Op. 336. Berens School of Velocity, Bd. 1; Easy sonatas by Haydn, Mozart; Shorter pieces by Schumann, Chopin, and modern composers.

*One half-hour and one class lesson; five hours practice per week, both semesters.
Two credits each semester.*

15-16—INTERMEDIATE PIANO I. Plaidsy, Op. 304; Czerny, Op. 740; Berens School of Velocity, Bk. 11; Two-Part Inventions by Bach; Finger gymnastics; easy sonatas by Mozart and Haydn; shorter pieces by Schumann, Chopin, and modern composers. Pieces for Duo-piano ensemble work.

*One half-hour and one class lesson and five hours practice per week, both semesters.
Two credits each semester.*

17-18—INTERMEDIATE PIANO II. Czerny, Studies in Velocity, Plaidsy, Op. 304; Three-Part Inventions by Bach; easy sonatas by Mozart and Haydn; shorter pieces by Schumann, Brahms, Chopin, Rubinstein, MacDowell and others.

*Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.*

31-32—ADVANCED PIANO I. Tausig, Daily studies; Mozart and Beethoven Sonatas; Well-Tempered Clavichord Bk. 1 by Bach; Compositions by Chopin, Schumann, Brahms, Debussy, Liszt, Rachmaninoff, Cyril Scott and others; concertos by Mozart and Mendelssohn.

*Two half-hour lessons and eight hours practice per week, both semesters.
Three credits each semester.*

33-34—ADVANCED PIANO II. Well-Tempered Clavichord, Bk. I, by Bach; French Suites by Bach; sonatas by Mozart and Beethoven; advanced compositions by Liszt, Chopin, Brahms and others; concertos by Grieg, Beethoven, Rubinstein, Liszt, and others; pieces for Duo-piano ensemble work.

Two half-hour lessons and ten hours practice per week, both semesters.
Four credits each semester.

41-42—CERTIFICATE COURSE IN PIANO. Well-Tempered Clavichord, Bks. I and II, by Bach; English Suites by Bach; sonatas by Beethoven; advanced compositions by Classic, Romantic and Modern composers; concertos and ensemble work. The successful candidate will be required to present a recital and to pass an examination covering general musical knowledge.

Two half-hour lessons and fifteen hours practice per week, both semesters.
Five credits each semester.

VIOLIN

In addition to violin, instruction in all string instruments, as double bass, cello, and viola, is offered. The school lends to students a viola for practice, and only such students are encouraged to study this instrument as have at least an intermediate foundation in violin.

11-12—ELEMENTARY VIOLIN I and II. Particular attention is given to position, the manner of holding the violin and bow, and to good intonation and tone quality. Loureux, Books I to IV; Michell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Auer, Book I; pieces of corresponding grade.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

13-14—INTERMEDIATE VIOLIN I AND II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Auer, Book II; Dancla Airs Varies, Opus 89; selected pieces.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

31-32—ADVANCED VIOLIN I AND II. Flesch scales; Sevcik, Changes of Positions; Mazas, Opus 36, Book I; Kreutzer, The Double Stop Etudes; Casorti, The technic of bowing; selected sonatas Mozart, Schubert, Hayden, and concertos; suitable pieces; ensemble work.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

33-34—ADVANCED VIOLIN III AND IV. Kreutzer Studies; Sevcik Double Stops, Part IV; Kreutzer doubled stops; Fiorillo, Rode, caprices; Rovelli; Dancs, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

Two half-hour lessons and ten hours practice per week, both semesters. Four credits each semester.

VOICE

Students in voice are given an initial test to determine development and natural ability, i.e., quality of voice, musicianship, rhythm, ability to sing on pitch, ability to read by sight, and similar skills. A satisfactory minimum achievement as a result of such tests will place a student according to ability at a level of difficulty where greatest progress can be made.

Students will be given one private lesson per week, at which repertoire is studied, as well as one class lesson of one hour, in which vocal technique is studied and practiced. Not more than six students are in a class. Class voice eliminates fear of public performance and permits the student to see and hear others at work on their own problems while solving her own.

Lessons in voice must be preceded or accompanied by a theoretical course. Mastery of musical terms, notation, signatures for keys and similar music technic is a necessary condition for receiving private lessons, the time devoted to which will not be used for instruction in musical terms and expressions. Deficiency in this field of knowledge must be removed by thorough study of Courses 11 or 35, Theory of Music.

Special attention will be given in each field to those preparing to teach and those who plan to do recital work. Opportunities for experience in clubs, recitals, glee club, and church are open to those desiring such activities.

Students well advanced and desiring to devote practically full time to the study of voice will have the opportunity to take work in addition to the work described in the following courses. Study of the important recitatives and arias from the well known German, French, and Italian operas and oratorios will be undertaken.

11-12—VOICE. Simple songs and exercises to develop breath control and tone production.

21-22—VOICE. Continuation of work of first year, with vocalises from Concetti.

31-32—VOICE. A study of correct physical and mental poise; principles of breathing and breath control; proper use of the organs of articulation; vowels and fundamental essentials of tone production. More advanced vocalises from Concone are undertaken and a study is made of Vaccai and simple songs.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

41-42—VOICE. An advanced study in technic, involving a study of vocal embellishments such as the appoggiatura, acciaccatura, mordent, turns, trills and development of the great scale. Great stress will be put upon the bel canto style of singing—smoothness, flexibility, and velocity in singing. As advance in ability warrants, literature of the Old Italian Classics, Handel, Mozart, Weckerlin, Brahms, Schubert, Schumann, Debussy, Grieg, and composers of the modern period will be included in the program.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.



LANGUAGE, LITERATURE AND SPEECH ARTS

ENGLISH

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an appreciative understanding of our rich literary heritage, and its relations to the problems of modern life. Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature.

11-12—AMERICAN LITERATURE. A study of American writing from the settlement of the colonies to the present time. The work is done from an outline, and serves as an introduction to the more competent use of the Library. There is much reading outside of class. In addition to the literature, there is continued work in grammar and composition, with emphasis on punctuation, spelling, sentence structure and précis writing.

Five hours per week, both semesters. Four credits each semester.

21-22—SURVEY OF ENGLISH LITERATURE. A survey of English literature from the Anglo-Saxon period to the present day. Frequent brief themes on topics related to the readings. Oral and written reports. A review of the principles of grammar and sentence structure is conducted, with special attention to the weaknesses of the individual student.

Four hours per week, both semesters. Four credits each semester.

31-32—COMPOSITION. The purpose of the course is to develop in the student the power and habit of effective writing. In the first semester the study and practice of the simpler forms of exposition lead gradually to analysis of longer expository essays, with opportunity to construct original compositions and to organize an investigative theme. In the second semester attention is given to simple problems of description and narration. Throughout the course the student is introduced to literary models, drawn from contemporary as well as classic literature, which illustrate the principles under discussion and tend to increase literary appreciation. Six book reports. Frequent individual conferences. Required of all juniors.

Three hours per week, both semesters. Three credits each semester.

41-42—SURVEY OF LITERATURE. A survey course in literature organized according to types. While emphasis is placed upon English literature, opportunity is also given for the comparative study of world masterpieces, especially in the field of the epic and drama, where need is felt for wider cultural perspective. Elective, open to juniors and seniors.

Three hours per week, both semesters. Three credits each semester.

43—THE ENGLISH ROMANTIC MOVEMENT. The beginnings of English Romanticism in the eighteenth century will be traced briefly, followed by an intensive study of the poetry of Wordsworth, Coleridge, Shelley and Keats. Elective, open to seniors.

Three hours per week, first semester.

Three credits.

44—THE VICTORIAN ERA. This course will include a study of the social and ethical ideals of the period from 1832 to the end of the century, as they are reflected in the poetry of Browning, Tennyson, Arnold and the Pre-Raphaelites. Elective, open to seniors.

Three hours per week, second semester.

Three credits.

45—ADVANCED COMPOSITION. A course in creative prose writing for seniors who have shown special aptitude for original work. Methods of descriptive and narrative writing are studied through analysis of classic and contemporary prose models. Frequent individual conferences.

Two hours per week, first semester.

Two credits.

46—ADVANCED COMPOSITION. A continuation of course 45, with emphasis on the study and writing of the short story. Individual problems in contemporary literature are assigned for special study. Opportunity is given the student to cultivate her own tastes and interests in creative writing. Open only to those who have taken course 45.

Two hours per week, second semester.

Two credits.

LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—CICERO. Reading from the *Orations of Catiline, Pompey, Archias*, excerpts from *Verres*, selected *Letters*. A study is made of Republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

Four hours per week, both semesters. Four credits each semester.

21-22—VIRGIL. Reading of *Aeneid* I-VI. Definite emphasis is placed upon the sympathetic reading of the great epic as well as upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

Four hours per week, both semesters. Four credits each semester.

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

Three hours per week, both semesters. Three credits each semester.

41-42—HORACE, TACITUS. Horace's Odes are the best known and most loved, if not the greatest, poetry Rome produced. Tacitus' *Agricola* returns the student to the regular Latin prose style.

Three hours per week, both semesters. Three credits each semester.

MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in both French and Latin satisfy minimum university entrance requirements in languages.

FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Four hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation, oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.

Four hours per week, both semesters. Four credits each semester.

23-24—OUTLINE OF FRENCH LITERATURE. Outside reading for content. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

Four hours per week, both semesters. Four credits each semester.

31-32—ELEMENTARY FRENCH. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED FRENCH. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent.

Three hours per week, both semesters. Three credits each semester.

41-42—FRENCH LITERATURE SURVEY. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent.

Three hours per week, both semesters. Three credits each semester.

GERMAN

31-32—ELEMENTARY GERMAN. A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading of simple prose and poetry. About fifty pages of supplementary reading are required in the second semester. Systematic work in translation for comprehension is emphasized.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED GERMAN. A thorough review of grammar; practice in composition based on material previously studied in texts. Aural comprehension and aural practice; vocabulary and the more common idioms. Reading of modern stories and plays. Extensive reading objective, about 500 pages. Prerequisite, German 31-32, or equivalent.

Three hours per week, both semesters. Three credits each semester.

LIBRARY SCIENCE

Junior college students in the Upper Division who are interested in Librarianship as a profession are advised to select courses which will provide them with the necessary breadth of background. Most professional schools now require three or four years in approved liberal arts colleges for entrance. In the general college work which precedes the specialized library course, the student is urged to plan her course so as to acquire a good background in literature, American, English, and foreign; a working knowledge of both French and German; an introduction to the social sciences, economics, sociology, and history; a sufficient acquaintance with the sciences to enable her to read intelligently in those subjects. In special libraries and departmentalized public libraries there is also opportunity for those who have specialized in music, art and education. Ability to use the typewriter is a great asset.

A limited number of students who are particularly interested, may secure library experience by assisting an hour a day during their senior year.

The specific courses suggested below meet these general requirements. Variations in this program, designed to meet the interests of individual students, can readily be made.

SUGGESTED COURSE IN LIBRARIANSHIP

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 31	3	English 32	3
French 31 or 33	3 or 4	French 32 or 34	2 or 4
History 31 or 33	3	History 32 or 34	3
Chemistry 31	4	Chemistry 32	4
Elective	2	Library Science 32	2
Library Science 31	0		

Geology or Mathematics may replace Chemistry.

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41	3	English 42	3
French 42 or 41	2	French 44 or 42	2
Psychology 41	3	Sociology 42	3
Economics 41	3	Electives	6
Elective	3		

Suggested Electives: A course in Lettering is of value in the preparation of library posters; Art History or Music Appreciation would provide a better understanding of the arts; or the second modern language, German, might be started at this time.

31—LIBRARY SCIENCE I. An introductory course for all Junior College students. Aim: to make students self-reliant and capable users of the resources of the library, for both leisure and required reading. The work consists of lectures on the arrangement of books and the function of the library, together with practical problems on the use of the card catalog, encyclopedias and general reference books (including periodical indexes), with some practice in bibliography.

Two hours per week until proficient.

No credit.

32—LIBRARY SCIENCE II. A library course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods.

One hour lecture, class problems, and two hours practice work per week.

Two credits.

SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, free-hand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the Junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Any student, including those registered in the lower division, may apply for admission to the Play Production Laboratory, conducted in connection with the course in Play Production. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given recently are: *Quality Street*, *Lilies of the Field*, and *The Intimate Strangers*.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two three-act plays as well as a vaudeville, which gives opportunity for all students in school who are talented in music, dancing, or characterization to perform. It has a membership of twenty-five chosen by try-outs during the first semester. All students are eligible for the try-outs. The Club also sponsors informal college dances and special lectures. In the fall and spring trips are made to Chicago. Visits to the theatre sometimes include journeys back-stage. Recently the

Dramatic Club has seen Katherine Cornell in *Romeo and Juliet*, and Ina Claire in *End of Summer*.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

EQUIPMENT

Equipment includes a stage of professional size, dressing rooms, an excellent switchboard, portable spots, floods, strip lights, and permanent borders and foots in three colors, all on dimmers. There is a property room and a workshop where scenery is built and stored. The Dramatic Club owns its costumes. While the emphasis is on acting, the facilities are adequate for many types of production.

SUGGESTED COURSE IN SPEECH ARTS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 31	2	Speech 32	2
Speech 33	1	Speech 34	2
Graphic Arts 31	2	Music Appreciation 34	2
Music Appreciation 33	2	English Composition 32	3
English Composition 31	3	*Modern Language	3
*Modern Language	3	Dancing, see page 39	
Electives	2	Electives	3
	<hr/> 15		<hr/> 15

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 41	3	Speech 42	3
Speech 43	2	Speech 44	2
Art History 47	3	Art History 48	3
English Literature 41	3	English Literature 42	3
*Modern Language	3	*Modern Language	3
Electives	2	Electives	2
	<hr/> 16		<hr/> 16

*Two years of modern language, preferably French, are required. If this amount has been taken in high school, other electives may be substituted.

11-12—SPEECH. A beginning course in Dramatic Art for students of the lower division and Preparatory School. Voice and Pantomime. Oral Reading. Frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.

31—FUNDAMENTALS OF SPEECH. This is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. Five-minute speeches before the class; assigned reading; individual conferences. A prerequisite for all other courses in Speech, private instruction.

Two hours per week, first semester.

Two credits.

32—LITERARY INTERPRETATION. A study of moods, emotion, and ideas as expressed by the poet, novelist or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an instrument of interpretation. Lyric verse, Browning's Dramatic Monologues, Modern American poetry, and the short story offer material for study. Prerequisite, course 31, Fundamentals of Speech.

Two hours per week, second semester.

Two credits.

33—APPLIED FUNDAMENTALS OF SPEECH. Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily co-ordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors.

Two hours per week, first semester.

One credit.

34—EXTEMPORANEOUS SPEAKING. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite, course 31, Fundamentals of Speech.

Two hours per week, second semester.

Two credits.

41-42—PLAY PRODUCTION. A beginning course open only to seniors. In the first semester history of the theater and a survey of the practical problems of scene construction, lighting, costume, make-up and scene design, assigned readings, required notebooks. In the second semester lectures, collateral reading and laboratory exercises in directing and acting. Each student is required to make a production book applying the principles of production to the one-act play. Each student directs a one-act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical training in stage management, lighting, and costume. Prerequisite, Fundamentals of Speech, 31.

Two lectures and one two-hour laboratory period per week, both semesters.

Three credits each semester.

43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS. Private lessons, for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course.

Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.

PLAY PRODUCTION LABORATORY: A group limited to twelve students who meet with the Play Production Class for exercises in stagecraft the first semester, and in acting and directing the second semester. This group participates in the Christmas and Easter Plays, as well as the student directed one-acts. Any student may apply to the director for membership in this class.

One evening meeting per week.

No credit.



PHYSICAL SCIENCES AND MATHEMATICS

ASTRONOMY

43—DESCRIPTIVE ASTRONOMY. A descriptive and cultural course dealing with the principles of the science of astronomy. Non-mathematical approach. Includes the motion of the earth relative to the stars, the characteristics of the sun, stars, and nebulae, and the structure of the universe. Open to all seniors and to juniors upon approval by the instructor.

Three hours per week, first semester.

Three credits.

CHEMISTRY

31-32—GENERAL CHEMISTRY. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in modern environment, and to bring about an appreciation of the contributions of science to the age in which we live, and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in home economics, nursing, medicine or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

Two class meetings and three two-hour laboratory meetings per week, both semesters.

Four credits each semester.

41—ORGANIC CHEMISTRY. An introductory course which aims to acquaint the student with the fundamental principles of organic chemistry and with its application. Prerequisite, Chemistry 31-32. Open to seniors.

Two class meetings and three two-hour laboratory periods per week, first semester.

Four credits.

PHYSICS

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with scientific method. Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

Three class meetings and two two-hour laboratory periods per week, both semesters.

Four credits.

MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—PLANE GEOMETRY. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Four hours per week, both semesters. Four credits each semester.

13-14—SECOND YEAR ALGEBRA. A review of first year algebra, the functional relation, graphs, variation, exponents, roots, radical, quadratic equations, radical equations, systems of quadratic equations, binomial theorem, logarithm, and the trigonometry of a right triangle. Work of the first semester covers required work for one-half credit. The whole year is recommended for College Board candidates.

Four hours per week, both semesters. Four credits each semester.

16—MODERN BUSINESS PROCEDURES. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift; methods of investing money; the stock exchange; life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

Four hours per week, second semester. Four credits.

18—SOLID GEOMETRY. Lines, planes, and angles in space, a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

Four hours per week, second semester. Four credits.

31—TRIGONOMETRY. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

Three hours per week, first semester. Three credits.

32—COLLEGE ALGEBRA. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

Three hours per week, second semester. Three credits.

SECRETARIAL STUDIES

Secretarial training is an asset to any student. It may be a most useful entering wedge to a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students receive credit for shorthand and typing. For students who aim at secretarial proficiency courses Stenography 11-12 and Typing 21-22 should be taken at the same time.

Upper division students may register for the courses in typing and shorthand, and they will receive credit for the work. The course is considered a standard one and not an extra, and the requirements as to preparation, examinations, and grades will be rigidly maintained.

Upper division students who have had some training in typing and shorthand may take the advanced course, Typing and Stenography 41-42. This course offers opportunity to develop increasing ability in the use of the typewriter in office practice.

The following courses are suggested for upper division students, affording the cultural background necessary for a private secretary together with some experience in office practice.

SUGGESTED COURSE FOR UPPER DIVISION

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Composition 31	3	English Composition 32	3
Foreign Language	3	Foreign Language	3
Science	4	Science	4
History 31, 33	3	History 32, 34	3
Typing and Stenography	4	Typing and Stenography	4

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 41	3	English 42	3
Foreign Language	3	Foreign Language	3
Psychology 41	3	Education 42	3
Economics 41	3	Sociology 42	3
Advanced Stenography and Typewriting 41	2	Advanced Stenography and Typewriting 42	2

11-12—ELEMENTARY STENOGRAPHY. This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

Four hours per week, both semesters. Four credits each semester.

21-22—ELEMENTARY TYPEWRITING. A course designed to instruct and drill the student in the technic of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

Four class meetings and four one-hour practice periods per week, both semesters. Four credits each semester.

23-24—ADVANCED STENOGRAPHY AND TYPEWRITING. The object of this course is to increase speed in taking dictation and transcribing short-hand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

Four hours per week. Four credits each semester.

31-32—BEGINNING STENOGRAPHY. An elementary course for college students.

Four hours per week, both semesters. Two credits each semester.

33-34—BEGINNING TYPEWRITING. An elementary course for college students.

Four class meetings and four one-hour practice periods per week, both semesters. Two credits each semester.

41-42—ADVANCED STENOGRAPHY AND TYPEWRITING. Similar to course 23-24 above.

Four hours per week. Two credits each semester.

SOCIAL SCIENCES

The aim of the social sciences is to give the student perspective and to prevent her submergence by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. Other courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

HISTORY

11-12—MODERN EUROPEAN HISTORY. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period are studied. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

Four hours per week, both semesters. Four credits each semester.

21-22—AMERICAN HISTORY AND GOVERNMENT. The purpose of the unified course in American history and government is that of integrating as closely as possible the story of our national history with an account of our political institutions. Two reasons may be given for attempting to do this. In the first place a large portion of the information in both courses is the same. It is believed, therefore, that instead of the time being used for the mere repetition of subject material, it might well be used for a broadening and deepening of the content studied. In the second place such a course makes possible a greater insight and understanding of our political institutions through the presentation of the historical background of our federal and state governmental structure.

In order to realize these objectives a workbook has been compiled by the instructor. This workbook contains an outline of the subject matter and is used as the guide for study and class discussions. Specific references to a text and other references are used to enrich the course. As a check on the student's mastery of the material, the problems and exercises are so designed as to require not only a knowledge of the content but also the ability to understand and to correlate the various facts studied.

Five hours per week, both semesters. Four credits each semester.

31-32—MODERN EUROPEAN HISTORY. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

35—HISTORY AND LITERATURE OF THE OLD TESTAMENT. An introduction to the history and literature of the Old Testament, with emphasis on the contribution of the prophets to the developing ideals of the Hebrew people. Not offered in 1938-39.

Two hours per week, first semester.

Two credits.

36—HISTORY AND LITERATURE OF THE NEW TESTAMENT. A brief survey of the life and teachings of Jesus and the development of the Christian Church during the first and second centuries. Not offered in 1938-39.

Two hours per week, second semester.

Two credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.

PSYCHOLOGY

41—GENERAL PSYCHOLOGY. A general survey of the facts of mental life with special attention to the problem of learning. A series of ten simple experiments serve to introduce the student to the scientific aspects of the subject.

Three hours per week, first semester.

Three credits.

ECONOMICS

41—GENERAL ECONOMICS. A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society. Topics particularly stressed are the development of the present economic order and such characteristics of the present economic order as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

Three hours per week, first semester.

Three credits.

SOCIOLOGY

13-14—HOME AND COMMUNITY PROBLEMS. The course presents various aspects of present-day American life and institutions. The relation of the home to the economic, social, educational, and civic problems of the commonwealth, and the responsibility of the homemaker to these problems are emphasized.

Four hours per week, both semesters. Four credits each semester.

42—INTRODUCTORY SOCIOLOGY. This course is a study of the present social order in contrast to the social order which it is in process of displacing, i.e. the pre-industrial social order. It includes such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

Three hours per week, second semester.

Three credits.

EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate, which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision, it is necessary to complete sixty semester hours of work in the upper division, as follows:

Courses	Credits
English	6
Mathematics or Natural Science	6
History or Social Science	6
Introduction to Education 42	3
Psychology 41	3
Practice Teaching 43, 44	6
Electives, which may include Free-hand Drawing, Public School Music Methods, Speech, Extemporaneous Speaking and Introduction to the Arts	31
Total	60

42—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

Three hours per week, second semester.

Three credits.

43—PRACTICE IN TEACHING. An introduction to the practical problems of classroom teaching. Organization, routine, schoolroom hygiene, discipline, lesson types, the assignment, methods of teaching, and similar topics will be studied. Frequent observations in schoolroom conditions and procedures are made by means of detailed observation outlines. This course is prerequisite to course 44, Practice in Teaching.

Two hours per week, first semester.

Two credits.

44—PRACTICE IN TEACHING. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Mount Carroll and Savanna Public Schools, prospective teachers enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom program of instruction and this in turn followed by assumption of complete responsibility for the recitation. Quizzes and discussions follow each phase of acquired experience.

Three hours per week, second semester.

Three credits.

THE PREPARATORY SCHOOL

PURPOSE

This division of the School consists of the ninth and tenth high school grades. The aim is to provide the highest type of instruction in these pre-junior college years so as to make adequate preparation for the broader range of studies that are there available. All instructors are of junior college grade, no distinction being made in the provision of instruction for students of either group.

In recognition of the characteristic needs of this group special provision is made in residence hall, class, and social organization to secure the optimal development of each individual. At the same time free association with older students whose qualities of leadership are more completely developed is provided.

ADMISSION

Students who have completed the eighth grade of the elementary school or two years of the junior high school may be admitted without examination. Evidence of the amount and quality of work done as certified by the principal of the school last attended is a condition of entrance. On account of the rule requiring small classes students who are irregular in their preparation may be admitted providing their irregularity has been caused by conditions which are remediable.

MARKING SYSTEM

The system of grading students is identical with that used in junior college. See page 28.

GENERAL RULES

Rules and regulations of a general nature which are described in the junior college section of the catalogue apply also to Preparatory School students. In addition certain regulations apply only to Preparatory School students.

EXPENSES

A registration fee of twenty dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the School before August 1 and January 1 of the first and second semesters, respectively.

Tuition and living, including board, room, and laundry, for the year	\$725.00
Tuition for day students	200.00

TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts of whatever nature must be settled in full before the final examinations at the close of each semester, January 29, 1938, and June 6, 1938, for the fall and spring semesters, respectively. Students who enter for the first time at the beginning of the second semester will pay at the rate of four hundred and thirty dollars.

The annual fee of \$725 includes all expenses ordinarily regarded as extra. For a description of what is included see page 32.

HOUSE STUDENTS

Due on or before September 14, 1938	
For the First semester.....	\$430.00
The twenty dollars registration fee will be credited on this payment.	
Due January 1, 1939, and payable not later than	
January 31. For the second semester	\$295.00

DAY STUDENTS

Due on or before September 14, 1938	
For the first semester	\$100.00
Due January 1, 1939, and payable not later than	
January 31. For the second semester	\$100.00

Rooms in the living halls are commonly designed to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.

COURSES OF STUDY

Definition of Terms

The unit of measurement is the high school unit. A unit signifies the amount of credit given when a class in a given subject meets five times per week for a year of thirty-six weeks, each class meeting extending over a period of fifty minutes. A student normally studies four subjects and earns four units per year.

Numbering of Courses

Courses are numbered from 1 to 10. An odd number signifies that the course is taught in the first semester; an even number signifies that it is taught in the second semester.

ENGLISH

The objective of the Preparatory School English course is to cultivate a love of good literature and to encourage the habit of reading with discrimination. Emphasis is placed also upon a correct foundation in structure, punctuation, sentence form, and paragraphing. Standardized tests in literature, composition, and grammar, are given from time to time.

1-2—FIRST-YEAR ENGLISH. A large number of selections are studied in class, and much reading outside of class is encouraged. The reading of one biography and one book of travel is required each semester. Drill work is given in grammar, punctuation, spelling, and sentence structure. Themes are written at least once a week. Required of all first year students.

Daily, both semesters.

One-half unit each semester.

3-4—SECOND-YEAR ENGLISH. A continuation of the First-Year work, including study of selections in class, much reading outside of class, and more advanced work in grammar, punctuation, and sentence structure. Themes are written at least once a week. The study of mythology is made as a preparation for subsequent work in literature. Required of all second-year students.

Daily, both semesters.

One-half unit each semester.

LATIN

The preparatory school course is planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form a well-rounded unit in themselves. The aims are:

first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language. This is accomplished through the constant use of grammatical parallels, and emphasis on derivation and the important place of the classics in English literature; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations. Courses 1-2, 3-4 satisfy minimum university entrance requirements in foreign languages.

1-2—ELEMENTARY LATIN. Thorough training in forms. Mastery of simple rules of syntax. Reading of large amount of simple graded materials such as myths, plays, and stories of Roman life to give practice in applying grammatical principles. Writing of easy Latin.

Daily, both semesters.

One-half unit each semester.

3-4—CAESAR. Brief review of elementary forms of syntax. Thorough drill in subjunctives. Intensive reading of more difficult Latin preparatory to Caesar. Selection from Caesar's Gallic Wars. Writing of Latin based on text. Collateral reading and reports.

Daily, both semesters.

One-half unit each semester.

FRENCH

1-2—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to attempt to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Daily, both semesters.

One-half unit each semester.

MATHEMATICS

1-2—FIRST-YEAR ALGEBRA. This course includes positive and negative numbers, graphs, fundamental operations, linear equations, products, factoring, fractions, fractional equations, simultaneous equations, quadratic equations, verbal problems, ratio and proportion.

Daily, both semesters.

One-half unit each semester.

3-4—PLANE GEOMETRY. A study of straight line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Daily, both semesters.

One-half unit each semester.

HISTORY

1—ANCIENT HISTORY. A brief consideration of pre-historic life and a study of Greek and Roman life, with two aims: first, that of understanding what history is; and second, to obtain a knowledge of the contributions of ancient peoples to the peoples of western civilization.

Daily, first semester.

One-half unit.

2—MEDIEVAL CIVILIZATION. A survey of medieval life to the period of Louis XIV, with studies of such customs, institutions and personalities as will throw light on the development of modern institutions.

Daily, second semester.

One-half unit.

3-4—MODERN EUROPEAN HISTORY. An elementary course. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

Daily, both semesters.

One half unit each semester.

SCIENCE

1-2—PHYSIOLOGY AND HYGIENE. The aim of the course is to give a general knowledge of the structure and hygiene of the body. It includes a study of the digestive, circulatory, respiratory, and nervous systems. Four recitation periods and one laboratory period per week. Continues throughout the year.

Daily, both semesters.

One-half unit each semester.

PIANO

1-2—ELEMENTARY PIANO I. Foundation work; Gurlitt, Opus 82, Bk. 1; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. 1; Krause, Opus 25; and additional elementary pieces.

Two half-hour lessons and five hours practice per week.

One-quarter unit each semester.

3-4—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Divernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces; technic.

Two half-hour lessons and five hours practice per week.

One-quarter unit each semester.

VOICE

1-2—ELEMENTARY VOICE I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios, phrasing and enunciation. Studies are selected from Concone, Sieber and others.

One class meeting per week.

One-quarter unit each semester.

3-4—ELEMENTARY VOICE II. Further attention is given to tone development and breathing. Vocalises from Vaccai, Panofka, Marchesi. Simple songs are chosen from classical and modern composers.

One class meeting per week.

One-quarter unit each semester.

ART

11-12—GRAPHIC ARTS. The purpose of this course is to give the generalized type of art training indispensable during the high school years. Drawing from life, imagination and memory, and sculptural casts is stressed. Color is used intermittently as the need for it arises in illustration and composition. Commercial problems in design and lettering incorporating simple advertising lay-out techniques are given in accordance with group interest and ability. Abstract designs emphasizing harmonious relationships of line, and mass also play an important part in the year's program.

Principles of perspective are employed as they are needed in illustration, landscape sketching, and life drawing. Problems in crafts, costume design and theatrical design are developed to enrich all of the foundation work in drawing and illustration. Illustrated lectures on History of Art from classic to Renaissance times. One period each week. Note books and outside readings required.

One class meeting and four two-hour studio periods per week, both semesters.

Four credits each semester.

PHYSICAL EDUCATION

1-2—PHYSICAL EDUCATION. Required of all first-year students. *Four periods per week, both semesters. One-quarter unit for the year.*

3-4—PHYSICAL EDUCATION. Required of all second-year students.

Four periods per week, both semesters. One-quarter unit for the year.

STUDENT REGULATIONS

Residence halls—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

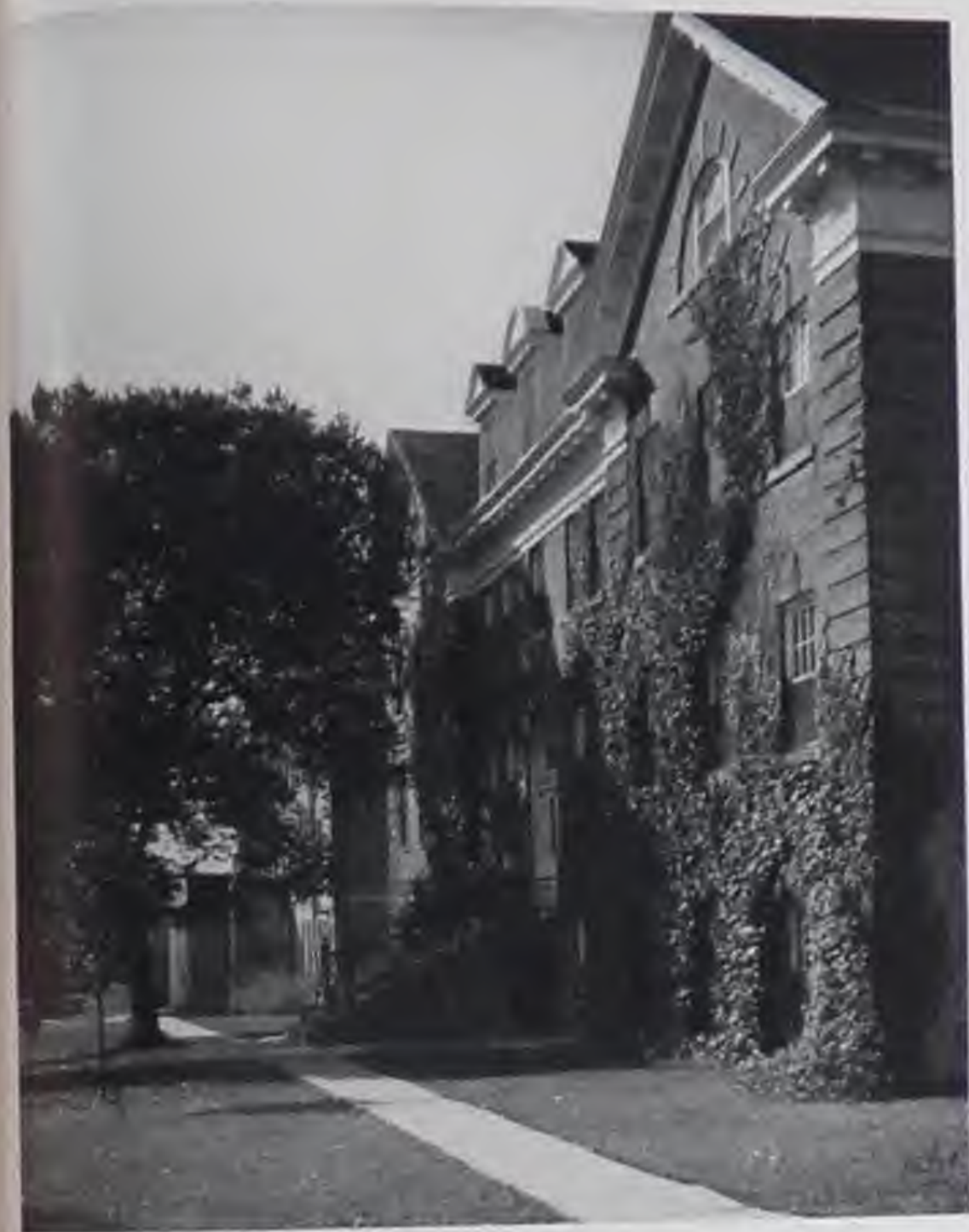
Rules for house students are furnished on entrance. In general, they provide for such order and behavior as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Preparatory School pupils are free within boundaries of the campus in recreation hours.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room or a suite room. All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are 6 x 4 feet; the tops of the chests of drawers 38 x 19 inches. Students furnish rugs (if desired), bedding including a mattress pad, curtains, towels, six napkins (18 inches square) and napkin ring, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

Dress—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing and shoes two standards be observed: suitability and simplicity. Students are expected to come supplied with suits and dresses which meet the requirements for general wear, sports, and social functions. For school wear, sweaters and skirts, and one-piece frocks of material suited to the season have been found satisfactory. A simple, but appropriate toilet for dinner is expected. Occasionally a semi-formal or dinner dress is needed; and for formal school functions, evening dress appropriate to the age of the student is essential. A white sports dress is needed at Commencement time and for initiations into organizations. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sports oxfords with low or medium heels are best.



WEST HALL



Laundry—Clothing which is to be sent to the laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's book-store account. The name tapes will be sent directly to the student's home or to the school, as requested. Laundry rates are considerably below commercial charges. A weekly allowance of sixty cents is granted each student. An amount of laundry in excess of this will be charged to the student's book-store account.

Absences—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean and in ample time for correspondence. *Frequent absences interfere with the studies and health of the student concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.*

Guests—Parents who come to inspect the College, or who bring their daughters, are particularly welcome. A moderate charge is made for meals and lodging. When notified in advance, arrangements will be made for the entertainment of friends of students in the village not to exceed three days at one time. *Students are not excused from any regular school duty on account of guests.*

Allowances—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

Telephones—The use of the telephone is restricted, in the interest of students. All conversations are limited to parents and confined to recreation hours. Communication by telephone or telegraph is subject to approval by the Dean.

Express and telegrams—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

Permissions—Special requests for permissions of any kind should come from the parent to the Dean direct, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to requests by pupils, involving suspension of School regulations.

Secret Societies—All secret societies are forbidden.

CALENDAR OF EVENTS

1937-38

- Sept. 13—President Culver and Josephine gave a luncheon for the officers of the Students' Association and the Christian Service League and their faculty sponsors at Sawyer House.
The Faculty were entertained at a six o'clock dinner at Sawyer House.
- Sept. 15—Parents, students and faculty were guests of the Christian Service League at a tea on opening day.
- Sept. 18—The Service League sponsored a reception for the new students. The guests furnished a program of stunts and music.
- Sept. 19—Dr. Culver spoke at the first Vesper Service.
- Sept. 23—The Athletic Association sponsored the first formal dinner.
- Sept. 25—The Students' Association sponsored group picnics for the entire school, followed by a stunt party in the gym.
- Sept. 26—Dean Hostetter spoke at Vespers on the life of Frances Wood Shimer.
- Oct. 2—The clubs were organized and held their first meetings.
- Oct. 3—The newly installed officers of the Christian Service League presented their plans for the coming year.
- Oct. 7—Pro Musica acted as hostess at a formal dinner in honor of their pledges.
- Oct. 9—Sidney Montague of the Canadian Mounted Police gave a lecture, "Under Northern Skies."
- Oct. 10—The Vesper speaker was the Reverend H. Foster Whitney, Rector of the Episcopal church of Savanna, Illinois. His subject was, "Tests of Friendship."
- Oct. 14—The College Seniors were hostesses at a formal dinner in honor of two artists, Mrs. F. W. Furst and her son Harry Furst of Freeport.
- Oct. 16—Open House Night. Students and faculty visited all the dormitories and voted on the most attractive room in each.
- Oct. 17—Miss Marguerite K. Sylla of the Chicago Settlement was guest at the first Sunday Buffet supper. She spoke at Vespers on the work of the settlement and a large group of students met her afterward in West Hall Lounge.
- Oct. 18—A group of students were entertained at a tea at the home of the artist, Mrs. F. W. Furst, in Freeport.
- Oct. 23—Mrs. Karl Buehr of Chicago spoke at Vespers on her travels in Mexico. She called her lecture, "Rainbow over Mexico."
- Oct. 24—The afternoon was an interesting one with the opening of the Fall Art exhibit taking place in the Dickerson Art Gallery, and Lane K. Newberry painting a picture of Metcalf Hall out on the campus.
At Vespers the Reverend Hal Norton of the First Baptist Church, Janesville, Wisconsin, spoke on "Religion in Education".
- Oct. 25—The fall Gymkhana was held at Colehour Stables.
- Oct. 28—The College Juniors were hostesses at a formal dinner.

- Oct. 30—The Junior College Freshmen gave the annual Halloween party in the Gym. Music for the dancing was supplied by the new Victor Animatophone.
- Oct. 31—Miss Adeline Howkinson gave a piano recital.
- Nov. 4—Boots and Saddle Club gave a formal dinner in honor of their pledges. Guests of honor were Mr. and Mrs. S. J. Campbell and Miss Jessie Campbell.
- Nov. 6—The Clubs met again. Members of the Dramatic Club and the Dancing classes attended a dance recital by Harald Kreutzberg in Rockford.
- Nov. 7—The Vesper speaker was Dr. John C. Evans, Educational and Religious Editor, The Chicago Daily Tribune. His topic was "What Makes News."
- Nov. 11—The Art Club sponsored a formal dinner at which Dr. H. M. Decker of Davenport, Iowa, gave an afterdinner speech on "Hobbies."
- Nov. 13—The girls' swimming team from the Shawnee Club defeated a picked team from Shiner in the first swimming meet of the year.
- Nov. 14—Dr. Stewart W. McClelland spoke at Vespers on his work as President of Lincoln Memorial University, Harrogate, Tennessee.
- Nov. 20—We had our first movie show in Metcalf Hall, "Black Beauty."
- Nov. 21—Miss Anny Rutz told of her life at Oberammergau and of the part she had played as the Virgin Mary in the Passion Play. Her talk was illustrated by slides.
- Nov. 25—The Thanksgiving Hockey Game resulted in a tie. The Dramatic Club Play brought to a close the day's festivities.
- Nov. 27—Dec. 11—The exhibit of illuminated manuscripts was on display for about a week.
- Nov. 27—The Junior College Juniors gave the first formal prom of the year. Over 100 guests attended.
- Nov. 28—Mme. Gilderoy Scott gave a Recital.
- Dec. 4—Those who did not go with the Boots and Saddle Club to Chicago to the Live Stock Show attended their own clubs on the campus.
- Dec. 5—Pupils of the Conservatory of Music gave a Recital.
- Dec. 12—The Dramatic Club and the Glee Club coöperated in giving, "The Gifts of the King", a Christmas pageant.
- Dec. 15—The Service League sponsored the Christmas dinner and entertained the School at an old English Christmas party.
- Dec. 16—A special train carried most of us to Chicago and home for the holidays.
- Jan. 8—An open night with Jane Eyre for the campus movie.
- Jan. 9—The Reverend Mr. Cleworth, Pastor of the Community Church, Savanna, spoke on "Christianity and Other Faiths."
- Jan. 13—Pro Musica gave a formal dinner with suitable decorations for Miss Howkinson.
- Jan. 15—Club night again with two bob-sled parties.
- Jan. 16—Leo Schwing, accompanied by Frieda Schwing, gave a Violin Recital.
- Jan. 22—Hall night with a program of Symphony music in Metcalf auditorium.

- Jan. 23—Miss Annie Ross, head of the Speech Department, gave a dramatic reading from "Juno and the Paycock".
- Jan. 29—We recovered from examinations with an open night and Abraham Lincoln for the campus movie.
- Jan. 30—The Reverend George D. Allison, Pastor of the First Baptist Church, Wilmette, was the Vesper Speaker.
The following events are scheduled for the second semester:
- Feb. 5—Dance Recital, Marian Van Tuyl and group from the University of Chicago.
- Feb. 13—Vespers Speaker, Mr. L. H. Koehler, Director of Christian Education, Illinois Baptist State Convention.
Tenth Scholastic Art Exhibit.
- Feb. 17—Formal dinner in honor of Phi Theta Kappa pledges.
- Feb. 19—Junior College Sophomore Prom.
- Feb. 20—Vespers Speaker, Dr. C. A. Ruckmick, Department of Psychology, University of Iowa.
- Feb. 26—Service League Carnival.
- Feb. 27—Trio Recital, Leo Schwing, Alvorda Rosel, and Frieda Schwing.
Art Club trip to Chicago.
- March 12—Dramatic Club Play.
- March 13—Jessie North, Associate Editor, Poetry Magazine, on "Modern American Poetry".
- March 17—Formal Dinner with Irish program, sponsored by International Relations Club.
- March 19—Basket Ball Finals.
- March 20—Faculty Concert.
- March 21—A. A. Banquet.
- April 9—Voice Recital, Hazel Hawk, contralto, and Roy Schuessler, baritone, of Presbyterian Church, Evanston.
- April 15—Good Friday Service, Stainer's Crucifixion.
- April 17—Easter Program, Glee Club and Dramatic Club.
- April 23—Junior College Senior Prom.
- April 28—May Queen's Dinner.
- April 30—Swimming Meet.
- May 11—Founders' Day—a half holiday.
- May 14—Prep School party.
- May 15—Glee Club Concert.
- May 21—May Fete and High School Day.
- May 29—Speech Recital.
- May 30—Spring Gymkhana.
- June 3—Freshman-Sophomore Banquet and Upper Division Picnic.
- June 4—Art Exhibit, Class Day, and Conservatory Concert.
- June 5—President's Reception, Commencement Service, and the Library Sing.
- June 6—Eighty-Sixth Annual Commencement.

FRANCES SHIMER ALUMNAE ASSOCIATION

MOUNT CARROLL BRANCH

MAY HAMMOND WOLF	President
HAZEL STODER	Vice-President
EMILY TURNDAUGH	Secretary-Treasurer

DES MOINES BRANCH

LOIS HIBBS BECK	President
HELEN BAKER	Secretary
BETTY JEAN BARNES	Treasurer

NORTH SHORE BRANCH OF CHICAGO

HELEN HURLEY HARRY	President
SARA PRATT REED	Vice-President
JUNE HILL	Secretary
ANITA HURLEY RICHARDS	Treasurer

WEST SIDE BRANCH OF CHICAGO

DOROTHY RHODE BOYSON	President
AVIS CARROLL MRACEK	Secretary
LUCILLE CRIST STEWART	Treasurer

SOUTH SIDE BRANCH OF CHICAGO

MAXINE BLEDSOE OFFILL	President
VIRGINIA SHILTON	Vice-President
DORINE GOLDBERG	Secretary
MILDRED APPELEGATE	Treasurer

DICKERSON ART GALLERY

ART COMMISSION MEMBERS, 1937-38

WILLIAM E. GOODMAN, Chairman	KURT SCHMIDT
ELIZABETH MOELLER	A. BETH HOSTETTER
ILEEN B. CAMPBELL	ADELINE HOWKINSON
BETTY JEAN KERCHER	SUSANNE DECKER

REGISTER OF STUDENTS

FOR THE YEAR 1937-38

GRADUATES, JUNE, 1937

Upper Division

AHLWEDE, FLORENCE	Chicago, Illinois
CARR, JANE	Royal Oak, Michigan
EWALD, MARGARET	Chicago, Illinois
FLACK, LORRAINE	Chicago, Illinois
FELDMAN, ISABELLE	Rochester, Minnesota
FOX, HELEN	Lanark, Illinois
GIBBS, VENETA	Indianola, Illinois
GURNEY, IDA MARIE	Mendota, Illinois
HUDNUTT, HELEN	Plainwell, Michigan
JOUVENAT, JOYCE	Petersburg, Nebraska
KANNE, JEAN	Rockford, Illinois
LONG, MARY	Savanna, Illinois
MORRIS, MARIAN	Logansport, Indiana
NORTON, LUCILLE	Chicago, Illinois
PETERS, RUTH	Lanark, Illinois
PHELPS, MARY JANE	Valley City, North Dakota
POWERS, RAMONA	Perry, Iowa
PRICE, KATHRYN	Blue Island, Illinois
REID, DOROTHY	Stockton, Illinois
RUNYAN, LAURA JANE	Savanna, Illinois
SANDERS, MARION	Roswell, New Mexico
SCHIELE, ELIZABETH	Galena, Illinois
SPRECHER, BETTY	Mount Carroll, Illinois
TURNER, MABEL	Peoria, Illinois
WEIDMAN, LOUISE	Savanna, Illinois
WEIDMAN, LOUELLA	Savanna, Illinois

Lower Division

BARRY, CONSTANCE M.	Evanston, Illinois
BORGE, BETTY	Chicago, Illinois
BRADLEY, MURIEL	Evanston, Illinois
CHILDS, MARY	Chicago, Illinois
CHRISTENSEN, ARLENE	Chicago, Illinois
COTE, BARBARA	Omaha, Nebraska
FAGAN, ALICE B.	Oak Park, Illinois
FLEER, MAY EDITH	Minneapolis, Minnesota
GREENE, BETTY JANE	Gary, Indiana
HAEGER, MARCY	Dundee, Illinois
HAMILTON, JANET	Decatur, Illinois
HASKETT, ALICE	Warner, New Hampshire
HUNNER, PEGGY	Minneapolis, Minnesota

HUNTER, BEVERLY
 JOHNSON, ELAINE
 JONAS, ROSALYN
 KAYLOB, MARGARET
 MINTS, MARGERY
 MYERS, EDWINA
 MYRICK, DOROTHY
 PEERY, VIRGINIA LEE
 PFELFER, MARGO
 SEDWICK, MARIAN
 SEWELL, ELIZABETH JANE
 SHAPLAND, FERNE

Rockford, Illinois
 Park Ridge, Illinois
 Knox, Indiana
 Barrington, Illinois
 Wilmette, Illinois
 Muncie, Indiana
 Whiting, Indiana
 Decatur, Illinois
 Grosse Pointe, Michigan
 Evanston, Illinois
 Detroit, Michigan
 Waterloo, Iowa

JUNIOR COLLEGE, 1937-38

FIRST SEMESTER

SENIOR CLASS

ABLING, BETTY
 BIRKETT, ELLEN
 BLUMER, JANET
 BORGE, BETTY
 COBBS, DARRELENE
 ETTINGER, BEATRICE
 EWALD, BETTY
 FOX, FRANCES
 FREEMAN, BLANCHE
 GILMORE, JOAN
 GULLBERG, JANET
 HENRY, JEANNE
 JOHNSON, BETSY
 JONES, MARGARET
 KELLOGG, ELOISE
 KELLY, PATRICIA
 KIVLAN, PAULEEN
 KNOESS, HILDA
 KNOESS, IRENE
 MILES, MARY JEAN
 MONTGOMERY, RUTH
 ORVIS, ANN
 PLUMMER, JEAN
 PORTZ, VIRGINIA
 RITCHIE, ENID
 ROCKEY, JOAN
 ROSHOLT, RUTH
 SCHREINER, FRANCES
 SEDWICK, MARION
 ZIER, ALICE

Detroit, Michigan
 Peoria, Illinois
 Monroe, Wisconsin
 Chicago, Illinois
 Des Moines, Iowa
 Toledo, Ohio
 Chicago, Illinois
 Chicago, Illinois
 Milledgeville, Illinois
 Mason City, Iowa
 Moline, Illinois
 Manhattan, Illinois
 Logansport, Indiana
 Mt. Carroll, Illinois
 Green Bay, Wisconsin
 Goshen, Indiana
 Evanston, Illinois
 Mt. Carroll, Illinois
 Mt. Carroll, Illinois
 Mt. Carroll, Illinois
 La Grange, Illinois
 Winnetka, Illinois
 Flin Flon, Manitoba, Canada
 Urbana, Illinois
 Sabula, Iowa
 Mt. Carroll, Illinois
 Eau Claire, Wisconsin
 Chadwick, Illinois
 Evanston, Illinois
 Lanark, Illinois

JUNIOR CLASS

ABELL, ANN	Evanston, Illinois
BIGELOW, BETTY	Niles, Michigan
BIRKETT, MARY	Peoria, Illinois
BLODGETT, GLADYS	Wheaton, Illinois
BLOCH, LOUISE	Chicago, Illinois
BLOUNT, NANCY	Wheaton, Illinois
BOHEN, JEAN	Wanatosa, Wisconsin
CALDWELL, DOROTHY	Hammond, Indiana
CHRISTENSEN, MARION	Saginaw, Michigan
CLOUGH, CONSTANCE	Glencoe, Illinois
CLOUGH, PATRICIA	Glencoe, Illinois
CONDIT, MARYANNA	Northville, Michigan
CULVER, JOSEPHINE	Mt. Carroll, Illinois
DECKER, SUSANNE	Bettendorf, Iowa
DENSMORE, LORNA	Edgewood, Iowa
DOVE, NADINE	Marion, Iowa
DUNKEL, MARJORIE	Logansport, Indiana
FISHBEIN, MARJORIE	Chicago, Illinois
FRANCKE, ELLEN	Mt. Carroll, Illinois
GELDEN, LUCILLE	Chicago, Illinois
GREENE, BETTY	Gary, Indiana
GREISON, JEANNE	Savanna, Illinois
GRIDLEY, MARY JEAN	Rockford, Illinois
HALDEMAN, GENEVA	Council Bluffs, Iowa
HASKETT, ALICE	Warner, New Hampshire
HERZBERG, WINIFRED	Davenport, Iowa
HOLDEN, EDITH	Mitchell, Indiana
KERCHER, BETTY JANE	Goshen, Indiana
KIVLAN, ELOISE	Evanston, Illinois
KNIGHT, JOAN	Chicago, Illinois
KRAUSE, CLAUDINE	Markesan, Wisconsin
LERCH, MARY E.	Hibbing, Minnesota
LOVE, JEAN	Los Altos, California
MARSHALL, YVONNE	Detroit, Michigan
MARTIN, EVELYN	Pleasant Ridge, Michigan
MERCER, MILDRED	Mt. Carroll, Illinois
MILLER, MAXINE	Morrison, Illinois
MOORE, JEANNETTE	Mt. Carroll, Illinois
MORGAN, MARY JEAN	Atkinson, Nebraska
NELSON, IRENE	Chicago, Illinois
NELSON, MARY CATHERINE	Chicago, Illinois
ORDWAY, GRACE	Battle Creek, Michigan
PATTERSON, RUTH	Detroit, Michigan
PEERY, VIRGINIA	Decatur, Illinois
PERSON, JOANNE	Highland Park, Illinois
PFEIFER, MARGO	Highland Park, Michigan
QUADE, VIRGINIA	Blue Island, Illinois

ROCHE, ANN	Chicago, Illinois
ROSE, GEORGIA	New Buffalo, Michigan
ROWAN, ELEANORE	Highland Park, Michigan
RUEMELIN, VIRGINIA	Milwaukee, Wisconsin
RYAN, MARY JEAN	Chicago, Illinois
SANDERS, JOYCE	Freeport, Illinois
SCHAUT, PHYLLIS	Mt. Carroll, Illinois
STANG, MARY	Eau Claire, Wisconsin
STELLE, PHOEBE	Anderson, Indiana
STRANSENBACK, MAXINE	Mt. Carroll, Illinois
SULLIVAN, EDNA	Chicago, Illinois
SUNDINE, JEAN	Moline, Illinois
THOMAS, HAZEL	Delavan, Wisconsin
TRUMBULL, GEANIE	Cedar Rapids, Iowa
VICKEY, VIRGINIA	Lena, Illinois
WEIH, HENRIETTA	Bennett, Iowa
WITHHART, MILDRED	Savanna, Illinois

SOPHOMORE CLASS

BOSSARDET, JEANNE	Detroit, Michigan
ETTINGER, MIRIAM	Toledo, Ohio
FLEISCHHAUER, MILDRED	Chicago, Illinois
GAVIN, JEANNE	Kohler, Wisconsin
GOODMAN, BARBARA	Minneapolis, Minnesota
HALE, MARY	Evanston, Illinois
HARWICK, MARY ANN	Rochester, Minnesota
HODGE, MARGUERITE	Chicago, Illinois
LANE, JEAN	Evanston, Illinois
MCCOLLUM, BONNIE	Hoopeston, Illinois
MENAB, ISABEL	St. Petersburg, Florida
MEISTER, TAMAR	Cedar Rapids, Iowa
MIDDLETON, ANN	Gibson City, Illinois
MILLER, JEANNE	Cornell, Wisconsin
PAIK, BETTY JAYNE	Riverside, Illinois
PARIZEK, JOSEPHINE	La Grange, Illinois
PETTERSON, BETTE	Altadena, California
PREHLER, LENOIRE	Oak Park, Illinois
SANDERSON, BARBARA	Minneapolis, Minnesota
SANKS, MARTHA	Decatur, Illinois
SIMMONS, MARJORIE	Davenport, Iowa
SPEHLER, AUREL	Chicago, Illinois
STROMBACK, ELIZABETH	Chicago, Illinois
TROUVENELL, LOIS	Portage, Wisconsin

FRESHMAN CLASS

ARCHBOLD, IRENE	Syracuse, New York
BLOOMBERG, LU ANN	Battle Creek, Michigan

BOUCHER, MARIE	Fort Wayne, Indiana
BRISON, DORIS	Chicago, Illinois
BRUNS, SHIRLEY	River Forest, Illinois
BULLIS, MARY ILEEN	Los Angeles, California
CARY, MIRIAM	Chicago, Illinois
COON, ELEANOR	Glencoe, Illinois
DRUM, BETTE, Special	Oak Park, Illinois
GARRITY, MILDRED	Chicago, Illinois
GLECKMAN, LORANE, Special	St. Paul, Minnesota
GROUT, JEAN	Minneapolis, Minnesota
HASTINGS, SUSANNE	Evanston, Illinois
HOWARD, JAYNE	Traverse City, Michigan
HYATT, MARY	Chicago, Illinois
IANNELLI, BEBE	Park Ridge, Illinois
JOHNSON, MARION	Chicago, Illinois
KELLOGG, MARY	Chicago, Illinois
KREITZER, WINIFRED	Ellsworth, Illinois
LEBESON, LEAH	Chicago, Illinois
LEVY, ADELAIDE	Jackson, Michigan
MCCARTHY, MARION	Chicago, Illinois
NORTH, HARRIETT	Palatine, Illinois
RISON, VIRGINIA, Special	Louisville, Kentucky
SALISBURY, ADA MARIE, Special	Elgin, Illinois
SCHWEITZER, DOROTHY	Monmouth, Illinois
THORPE, HELEN	Chicago, Illinois
TRACE, RITA	Chicago, Illinois
TREGO, MARION	Chicago, Illinois
WEISWEAVER, JEANNE	Sheboygan, Wisconsin

PREPARATORY SCHOOL

SECOND YEAR

CASANO, TOBA LEE	Aurora, Illinois
DAY, MARY LOU	Deerfield, Illinois
HAYES, CAROLE	Chicago, Illinois
HAYES, MARIE LOUISE	Chicago, Illinois
HOEPPNER, FRANCES	Eau Claire, Wisconsin
KOSTRADE, CARYL	Winnetka, Illinois
LEBESON, SHIRLEY	Chicago, Illinois
MCCOLLUM, NORMA	Hoopeston, Illinois
MCCORMICK, MARCIA	Racine, Wisconsin
RODECKER, MAXINE	Detroit, Michigan
SEOGLUND, LORRAINE	Chicago, Illinois
STUART, NORMA JEAN	Ripon, Wisconsin
WADDELL, KATHERINE	Joliet, Illinois
WHITE, POLLY ANN	Moline, Illinois

FIRST YEAR

BENDER, GERALDINE	Chicago, Illinois
BLADE, CARYLE	Chicago, Illinois
DOIG, LOIS	Oak Park, Illinois
ETTINGER, CHARLOTTE	Toledo, Ohio
FALE, LORRAINE	Chicago, Illinois
FIXLER, JACQUELINE	Chicago, Illinois
MAJOR, JEAN	Chicago, Illinois
NEIGER, JOAN	St. Paul, Minnesota
STEWART, JANET	Grand Rapids, Michigan
WATT, KATHERINE	Edwardsville, Illinois

SPECIAL STUDENTS

BALLAS, HELEN	Savanna, Illinois
COLEHOUR, FRANCES COLEMAN	Mount Carroll, Illinois
HOWER, BETH	Lanark, Illinois
KIRCHOF, PATRICIA	Mount Carroll, Illinois
METZ, DOROTHY	Mount Carroll, Illinois
MILES, SUZANNE	Mount Carroll, Illinois
PACKARD, BARBARA	Lanark, Illinois
PETERS, RUTH	Lanark, Illinois
RHODES, BETTY	Mount Carroll, Illinois
RHODES, BILL	Mount Carroll, Illinois
SPHRECHER, BETTY	Mount Carroll, Illinois
TURNBAUGH, EMILY	Mount Carroll, Illinois
WEIDMAN, LOUISE	Savanna, Illinois
WEIDMAN, LOUELLA	Savanna, Illinois
WIRT, ROLAND	Shannon, Illinois
WISE, ALICE ANN	Lanark, Illinois

SUMMARY OF ATTENDANCE

FIRST SEMESTER, 1937-38

JUNIOR COLLEGE—

Upper Division

Seniors	30
Juniors	64

Lower Division

Sophomores	24
Freshmen	30

Total in Junior College 148

PREPARATORY SCHOOL—

Second Year	14
First Year	10

Total in Preparatory School 24

Special Students 16

GRAND TOTAL 188

GEOGRAPHICAL DISTRIBUTION

Illinois	116
Michigan	17
Wisconsin	15
Iowa	12
Indiana	9
Minnesota	7
Ohio	3
California	3
Canada	1
Nebraska	1
New Hampshire	1
New York	1
Florida	1
Kentucky	1

Total 188

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ENDOWMENTS

Frances Shimer Junior College wishes to enlarge its educational scope and resources with the passing years. It appeals to friends to be mindful of the varied services which the College has rendered to the cause of the education of young women for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy young women who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The College welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested for the permanent endowment of the Academy.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested and called the..... Scholarship.

FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of dollars, in trust, to pay over the same days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)

FRANCES SHIMER JUNIOR COLLEGE
AND PREPARATORY SCHOOL
MOUNT CARROLL, ILLINOIS

APPLICATION FOR ADMISSION

Name

Home Address

STREET

CITY

STATE

Date of Birth

Church Preference Are you a member?

Parent or Guardian

Business Address

Occupation

Business Reference

(PREFERABLY A BANK)

Family Physician

Business Address

Minister known to you

Address

Friend of School known to you

Address

Years completed in High School Units obtained

Name of School last attended

Location

Supt. or Principal of School last attended

Address

Did you learn of this School through advertisements?

In what paper or magazine?

A twenty dollar fee is necessary to hold a room. Is it enclosed?

Date, 193



FRANCES SHIMER JUNIOR COLLEGE
MOUNT CARROLL, ILLINOIS